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ABSTRACT

This report examines participation in vocational education and training (VET) of four groups of Australians: Aboriginal and Torres Strait Islander peoples, women, people from a non-English speaking background (NESB), and people with disabilities. For each group, the following are presented and depicted in figures and tables: background, context (population and labor force analysis, educational attainment, training within the VET sector, and outcomes from VET). In the chapter on women, additional sections discuss participation in postcompulsory education and analyze participation in eight Australian states. The conclusions are summarized as follows: (1) Aboriginal and Torres Island Strait peoples have low levels of educational attainment, low participation in the labor force, overrepresentation in low-skilled jobs, and underrepresentation among graduates of Technical and Further Education (TAFE); (2) although women have lower levels of VET and labor force participation than men, their numbers are increasing in upper secondary and higher education and slowly rising in VET; (3) participation and attainment of NESB people vary among different cultures, but this group is less likely to participate in middle/higher level vocational courses, receives less employer support, takes longer to find jobs, and is more likely to be in low-skilled occupations; and (4) people with disabilities have high unemployment, less success in TAFE, and poorer labor market outcomes following graduation. (YLB)

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Participation and Attainment of Individual Client Groups within Vocational Education and Training

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Participation and Attainment of Individual Client Groups within Vocational Education and Training

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

May 1996

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Contents

1. Introduction 2

2. Aboriginal and Torres Strait Islander Peoples

2.1 Background 3

2.2 Context 3

2.2.1 Population and Labour Force Analysis 3

2.2.2 Educational Attainment of the Population 5

2.2.3 Training within the Vocational Education and Training Sector 6

2.2.4 Outcomes from Vocational Education and Training 9

2.3 Conclusion 11

3. Women

3.1 Background 12

3.2 Context 12

3.2.1 Population and Labour Force Analysis 12

3.2.2 Educational Attainment of the Population 14

3.2.3 Participation in Post-Compulsory Education 16

3.2.4 Training within the Vocational Education and Training Sector 17

3.2.5 Outcomes from Vocational Education and Training 24

3.3 Conclusion 26

3.4 State by State Participation Analysis 27

3.4.1 New South Wales 27

3.4.2 Victoria 29

3.4.3 Queensland 31

3.4.4 South Australia 33

3.4.5 Western Australia 35

3.4.6 Tasmania 37

3.4.7 Northern Territory 39

3.4.8 Australian Capital Territory 41

4. People from a non-English Speaking Background

4.1 Background 43

4.2 Context 43

4.2.1 Definitions 43

4.2.2 Population and Labour Force Analysis 43

4.2.3 Educational Attainment of the Population 47

4.2.4 Training within the Vocational Education and Training Sector 48

4.2.5 Employer Support for Training 51

4.2.6 Outcomes from Vocational Education and Training 51

4.3 Conclusion 53

5. People with a Disability

5.1 Background 54

5.2 Context 54

3.2.1 Population and Labour Force Analysis 54

3.2.2 Educational Attainment of the Population 56

3.2.3 Training within the Vocational Education and Training Sector 57

3.2.4 Outcomes from Vocational Education and Training 60

5.3 Conclusion 62

1. Introduction

In 1994, the Australian National Training Authority (ANTA) commenced operations with the goal of developing a national framework for vocational education and training (VET).

Today, one of its major objectives is to ensure the system is responsive to the training needs of all its clients, both industry and individuals.

Australia's Ministers for vocational education and training identified a number of specific community groups the Authority was to focus upon in terms of enhancing their access to training and what they gain from it.

The purpose of this report is to provide current baseline participation and attainment information for four of these sectors of the community - Aboriginal and Torres Strait Islander peoples, women, people from a non-English speaking background and people with a disability.

It is hoped this report will inform debate and indicate priority areas for policy makers to conduct further analysis.

In 1996, on the basis of this and other work, ANTA is developing an approach to access and equity and strategies for increasing participation and achieving equity of training outcomes as part of the re-development of the National Strategy for Vocational Education and Training.

Australian National Training Authority
May 1996

2. Aboriginal and Torres Strait Islander Peoples

2.1 Background

ANTA established an Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC) in February 1995, to provide the Authority with advice on key priority issues relating to VET for indigenous people. The current membership of the Council is interim while ongoing representational issues are addressed in light of the May 1996 decision by the ANTA Ministerial Council to support establishment of the Council.

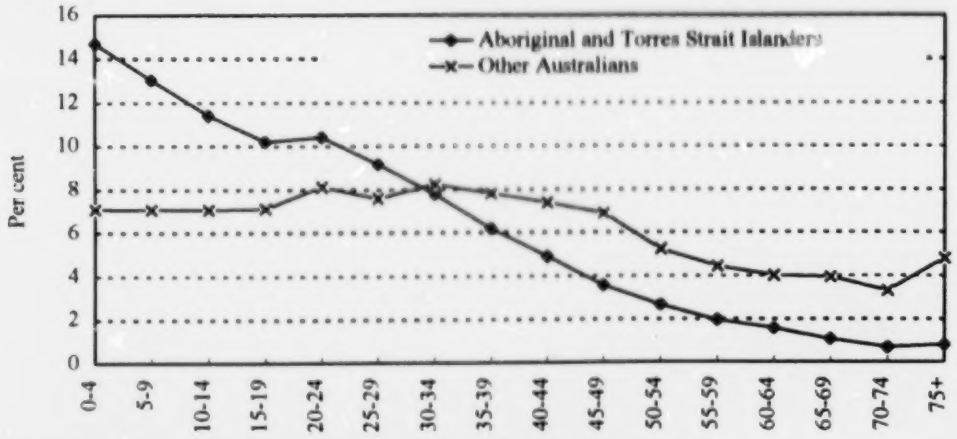
The interim Training Advisory Council has pointed out to the ANTA Board that indigenous peoples' patterns of participation, qualifications levels and employment profiles, clearly demonstrate that they are still overcoming past failures by education and training systems to adequately respond to their needs. While indigenous participation in TAFE appears to have increased considerably in recent years, the Council has stated that it will be essential to continue to increase participation rates above population shares. It will also be important to focus on facilitating more successful completions of pre-vocational programs and movement through to community and industry recognised higher award programs.

2.2 Context

2.2.1 Population and Labour Force Analysis

The Aboriginal and Torres Strait Islander population is significantly younger than the Australian population as a whole (see Figure 2.1). In 1994, 77 per cent of the indigenous population were under the age of 35, which compares with 52 per cent for the non-indigenous population. The vast majority of vocational education and training provision is targeted at students in the 15 to 64 age group. The skewed age distribution for indigenous people towards the younger age groups implies that demand for education will be high relative to their population share.

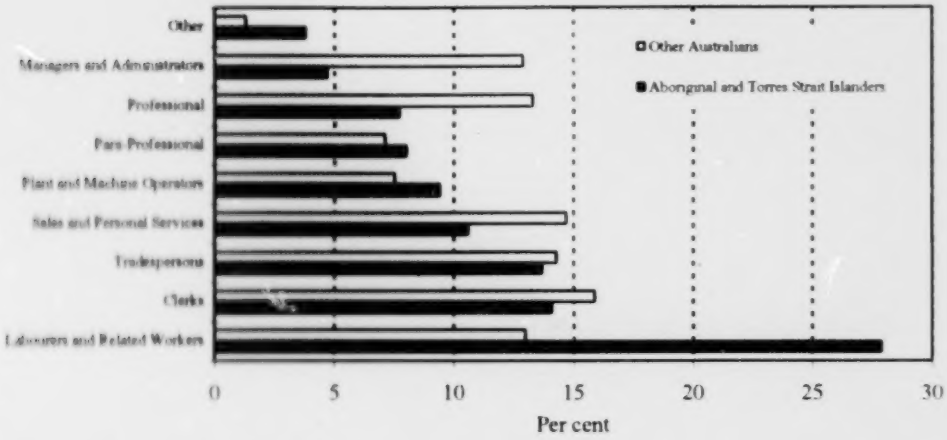
Figure 2.1: Age Distribution of Indigenous and Non-Indigenous Australians, 1994



Source: ABS *National Aboriginal and Torres Strait Islander Survey, 1994*
ABS *Estimated Resident Population, 1994 (PCAUSSTATS)*

At the time of the 1991 Census, unemployment amongst Aboriginal and Torres Strait Islander peoples was almost three times higher than for non-indigenous people. For the indigenous people who were employed in 1991, most were employed within unskilled and semi-skilled occupations (see Figure 2.2). More than twice as many indigenous people as non-indigenous people were employed in the *labourers and related workers occupation* while only half as many were employed as *managers* and *professionals*.

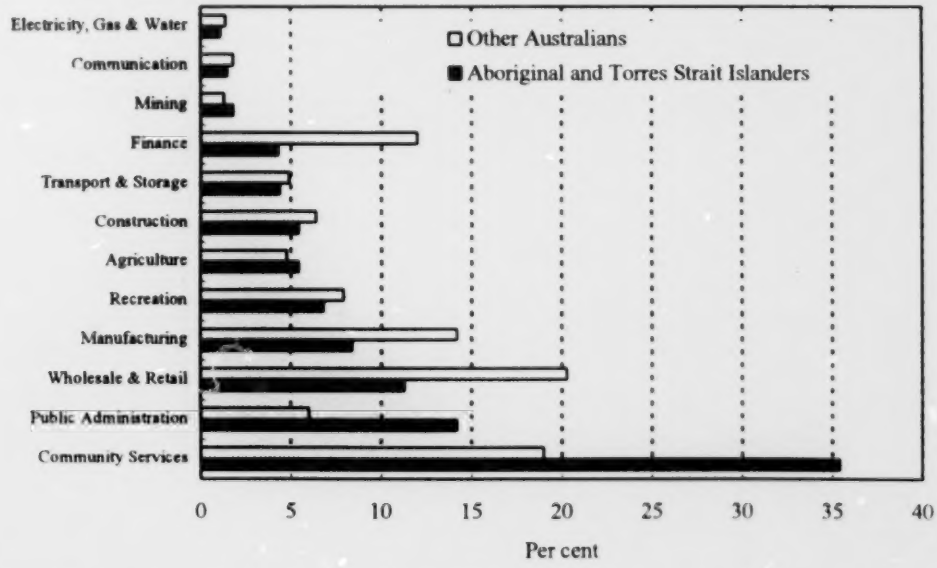
Figure 2.2: Occupation of Employed Persons (Per cent)



Source: ABS 1991 *Census of Population and Housing*

Half of all Aboriginal and Torres Strait Islander peoples were employed in *the Public administration* and *Community services* industries in 1991 (see Figure 2.3). By contrast, compared with the non-indigenous population, indigenous people are significantly under-represented within the *Wholesale and retail* and *Finance, property and business services* industries.

Figure 2.3: Industry of Employed Persons (Per cent)



Source: ABS 1991 *Census of Population and Housing*

In 1991, indigenous people also had a low level of labour force participation (54 per cent) for people aged 15 years and over compared with the non-indigenous population (63 per cent). This suggests that a large proportion of Aboriginal and Torres Strait Islander peoples are disenchanted with the labour market and not actively seeking employment.

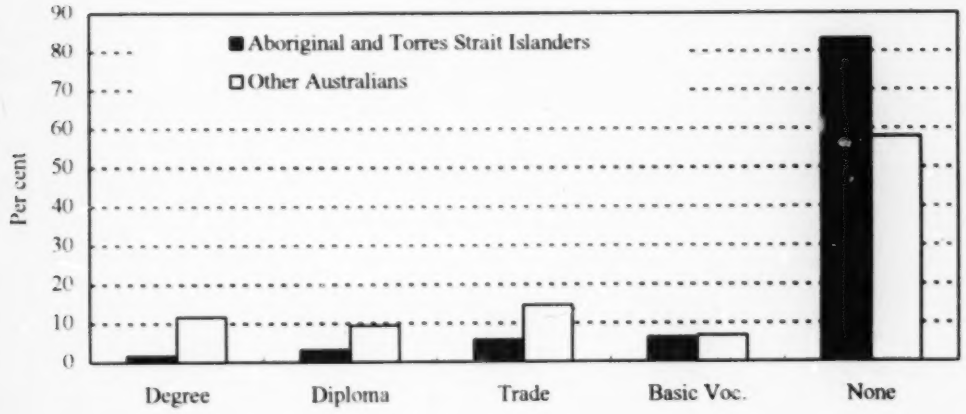
Almost two thirds (64 per cent) of indigenous people aged 15 years and over, reported an annual income of under $12,000 compared with 45 per cent of non-indigenous people. At the other end of the income scale, only 2 per cent of indigenous people reported an income in excess of $35,000 compared with over 11 per cent of non-indigenous people.

Aboriginal and Torres Strait Islander women experience double disadvantage, which is reflected in lower levels of educational attainment and labour force participation than their male counterparts.

2.2.2 Educational Attainment of the Population

Aboriginal and Torres Strait Islander peoples have a much lower level of educational attainment compared with the non-indigenous population (see Figure 2.4). In 1994, less than 20 per cent of Aboriginal and Torres Strait Islander peoples aged 15 years and over had attained a post-school educational qualification. This compares with 42 per cent for the non-indigenous population.

Figure 2.4: Highest Level of Post School Qualifications for Persons Aged 15 years and Over (Per Cent)



Source: ABS *National Aboriginal and Torres Strait Islander Survey, 1994*
ABS *February 1994, Labour Force Status and Educational Attainment*

Note: Caution should be taken in the interpretation of this chart as Teaching and Nursing undergraduate diploma qualifications have not been re-classified to Higher Education

2.2.3 Training within the Vocational Education and Training Sector

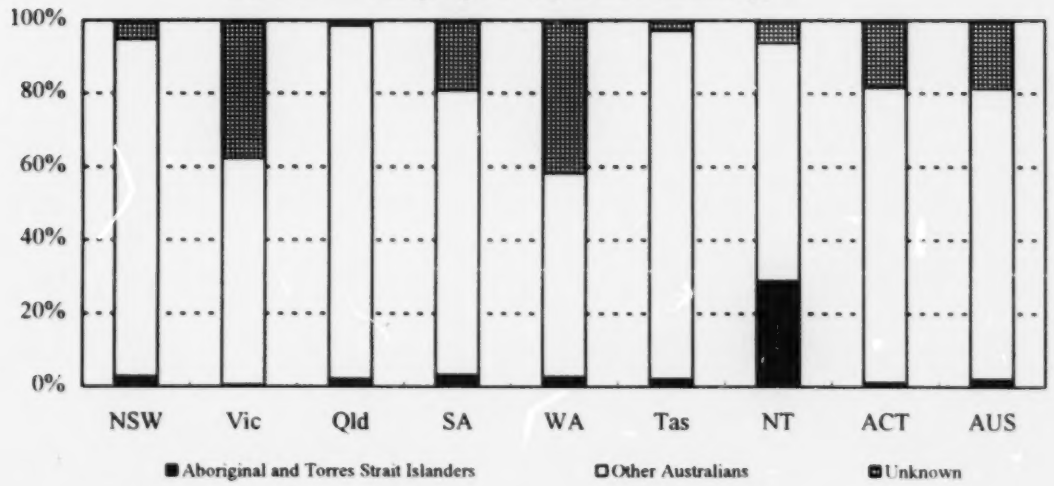
The analysis below is based on data collected from States and Territories by the National Centre for Vocational Education Research (NCVER). The scope of the collection encompasses TAFE institutions in all States and Territories as well as selected Adult and Community Eduction providers.

A total of 22,886 Aboriginal and Torres Strait Islander peoples undertook a vocational course in 1994. This figure represents a high level of participation of indigenous people within the TAFE sector. However, as is explained below, the pattern of this participation is predominantly at the lower skill levels and rates of completion are significantly lower than for non-indigenous people.

Due to incomplete data records, the demographic characteristics of all students is not known. Indeed, over 18 per cent of the students in 1994 did not identify whether they were indigenous. Hence, the actual number of indigenous students is likely to be greater than the 22,886 reported.

The Northern Territory has the highest proportion of Aboriginal and Torres Strait Islander students, with Victoria recording the lowest in the country (see Figure 2.5). The student response rates to the indigenous status question is inconsistent across States and Territories. A number of States and Territories reported a high percentage of their students with Aboriginal and Torres Strait Islander status unknown, most notably Victoria and Western Australia. There appears to be scope for substantial improvement in the quality of data relating to Aboriginal and Torres Strait Islander students by reducing the incidence of these unknown responses.

Figure 2.5: Proportion of TAFE students identifying as Aboriginal and Torres Strait Islander peoples (by State/Territory)



Source: ACVETS *Selected VET Statistics 1994* (streams 2100-4500, unpublished)

In general, Aboriginal and Torres Strait Islander peoples are well represented within TAFE (see Table 2.1). The only exceptions to this is in Queensland, which recorded an under-representation of indigenous people. However, indigenous people are generally

under-represented within the higher education sector, with the Australian Capital Territory the only State/Territory to report participation levels greater than their population share.

Table 2.1: Proportion of Aboriginal and Torres Strait Islander Peoples in each State/Territory (Per cent)

State/Territory	*Share of Australian Indigenous Population 1994*	*Share of State's total Population 1994*	*Share of State's total TAFE students 1994*	*Share of State's total Higher Ed. students 1994*
New South Wales	26.5	1.2	2.9	1.0
Victoria	6.3	0.4	0.8	0.4
Queensland	26.3	2.5	2.0	1.3
South Australia	6.1	1.3	3.9	1.3
Western Australia	15.6	2.8	4.7	1.3
Tasmania	3.3	2.1	2.2	1.1
Northern Territory	15.2	26.9	30.6	11.8
Australian Capital Territory	0.6	0.7	1.3	1.0
Australia	**100.0**	**1.7**	**2.6**	**0.8**

Source: ACVETS *Selected VET Statistics 1994* (streams 2100-4500, unpublished)
DEET *Selected Higher Education Statistics 1994*
ABS *National Aboriginal and Torres Strait Islander Survey 1994* (Cat. No. 4190.0)

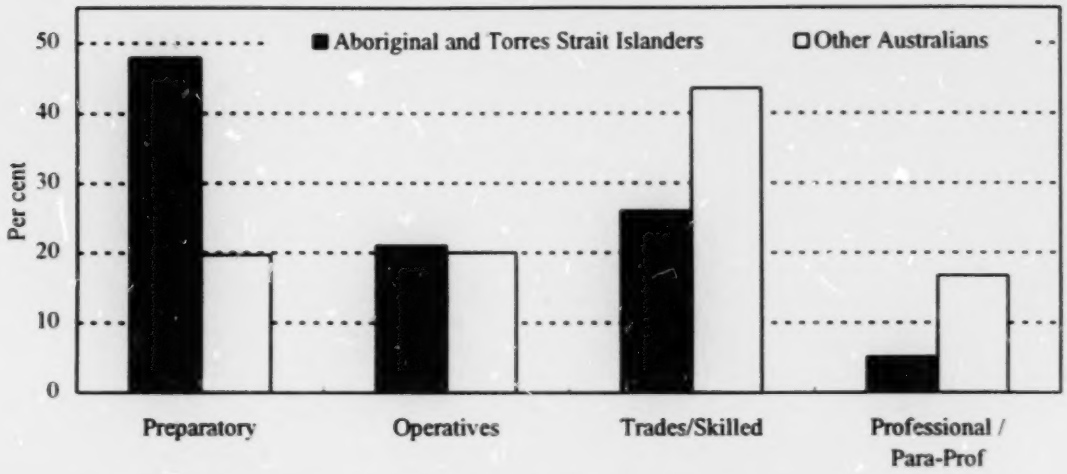
Note: Excludes students whose Aboriginal and Torres Strait Islander status was not recorded.

Data relating to the participation of male and female indigenous students is currently not available for 1994. However, the situation is unlikely to have changed dramatically from 1993, when male indigenous students comprised 53 per cent of indigenous students. This level of participation of female indigenous students is consistent with the under-representation of non-indigenous female students.

The 1994 figures indicate that there is a greater prevalence of Aboriginal and Torres Strait Islander students within the younger age groups (between 15 and 17 years of age). This higher participation rate for young indigenous people is partly a result of the low levels of retention within the school system (42 per cent of indigenous people leave school before the age of 16).

Education and training for indigenous people is significantly skewed towards the lower levels of training (see Figure 2.6). In 1994, nearly 48 per cent of indigenous students were enrolled within *preparatory* level courses compared with 20 per cent of non-indigenous students. By contrast, only 5 per cent of indigenous students were enrolled within courses at the *para-professional* level compared with 17 per cent of non-indigenous students.

Figure 2.6: Distribution of TAFE Training by Course Level for Indigenous and Non-Indigenous Australians



Source: ACVETS *Selected VET Statistics 1994* (streams 2100-4500, unpublished)

Note: Excludes students whose Aboriginal and Torres Strait Islander status was not recorded.

A more in-depth knowledge of participation and attainment can be obtained through analysing activity within modules. Aboriginal and Torres Strait Islander peoples have significantly poorer outcomes than other Australians. Indeed, overall indigenous peoples' outcomes are 9 per cent lower than for non-indigenous people (see Table 2.2). Outcomes for indigenous people are lower than for non-indigenous people in every State and Territory but most markedly in the Australian Capital Territory, Western Australia and Queensland.

Table 2.2: Module Enrolment Outcomes in 1994 (per cent)

	Indigenous (per cent)			*Non-Indigenous (per cent)*			
State/Territory	*Successful*	*Unsuccessful*	*Result pending / Withdrew*	*Successful*	*Unsuccessful*	*Result pending / Withdrew*	***Variation***
NSW	47.1	10.8	42.1	69.7	6.2	24.1	-9.1
Vic	41.0	13.0	46.0	62.0	11.8	26.2	-7.4
Qld	62.2	24.8	13.0	80.2	12.3	7.5	-10.2
SA	55.0	18.9	26.2	80.0	9.1	10.9	-11.6
WA	36.1	17.5	46.4	59.4	11.2	29.4	-9.9
Tas	68.3	24.4	7.3	75.2	19.1	5.6	-4.0
NT	40.3	6.5	53.2	59.9	6.3	33.9	-6.6
ACT	41.1	39.0	19.8	77.1	14.6	8.3	-20.1
AUS	49.0	15.4	35.6	70.2	9.7	20.0	-9.0

Source: NCVER, *Selected VET Statistics 1994*

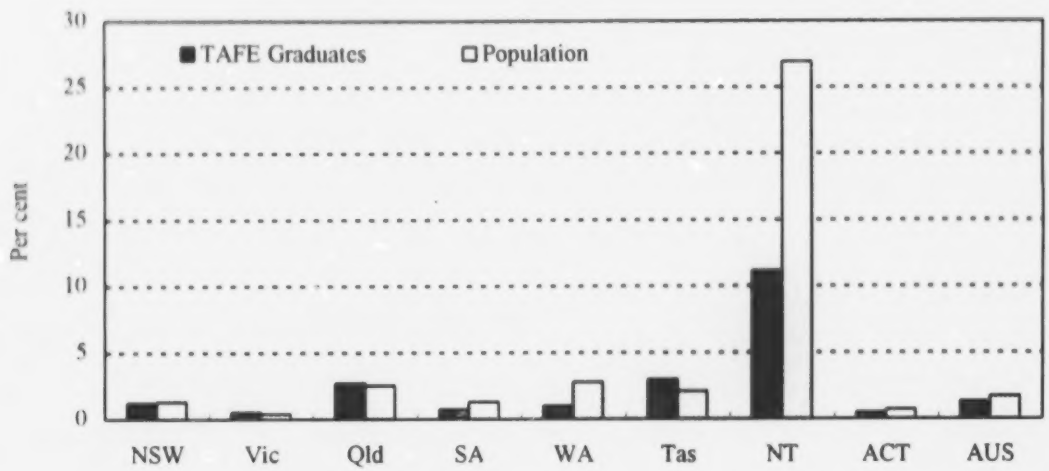
Note: **Variation column** represents the percentage difference between indigenous and non-indigenous outcomes. A negative figure indicates that non-indigenous students have a better outcome than indigenous students within that particular State/Territory. To derive these figures a weighting has been applied (successful * 2, unsuccessful * 0, result pending / withdrew * 1).

2.2.4 Outcomes from Vocational Education and Training

A survey was conducted by the Australian Bureau of Statistics in May 1995 to determine the outcomes of TAFE graduates. Survey forms were sent to all graduates who had completed a certificate or higher level course from a TAFE institution in 1994 and there was a 61 per cent response rate to the survey.

Aboriginal and Torres Strait Islander peoples comprised 1.3 per cent of 1994 TAFE graduates compared with their population share of 1.7 per cent (see Figure 2.7). Indigenous people were particularly under-represented within South Australia, Western Australia and the Northern Territory. By contrast, indigenous people had a representation within the TAFE graduate sample greater than their population share within Victoria, Queensland and Tasmania.

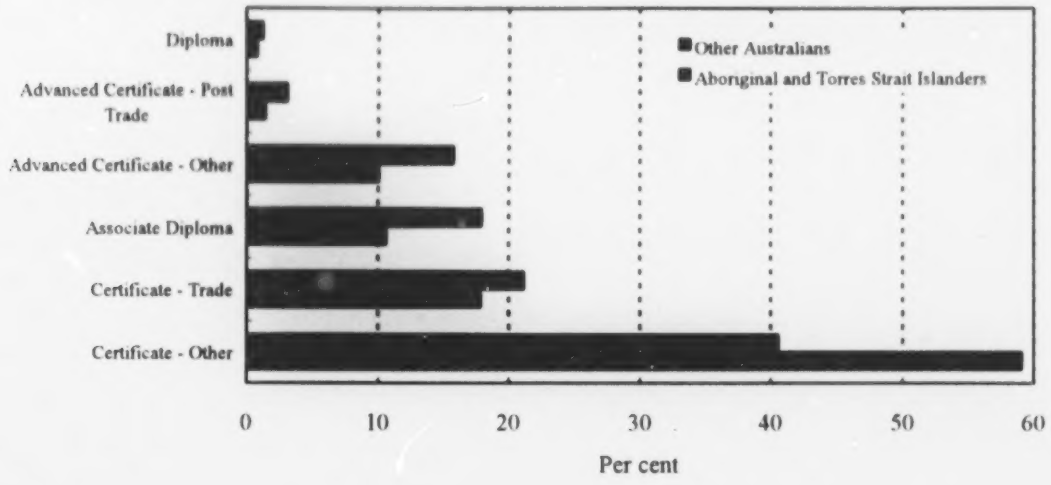
Figure 2.7: Share of Aboriginal and Torres Strait Islander Peoples within TAFE Graduates and the Population



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

The qualifications acquired by Aboriginal and Torres Strait Islander peoples were significantly skewed towards the lower skill levels (see Figure 2.8). Almost 60 per cent of indigenous people acquired a *Certificate (other)* level qualification compared with 40 per cent of the rest of the student population. The level of attainment of indigenous people within courses at the *Advanced certificate* level and above was about two-thirds the level attained by non-indigenous Australians.

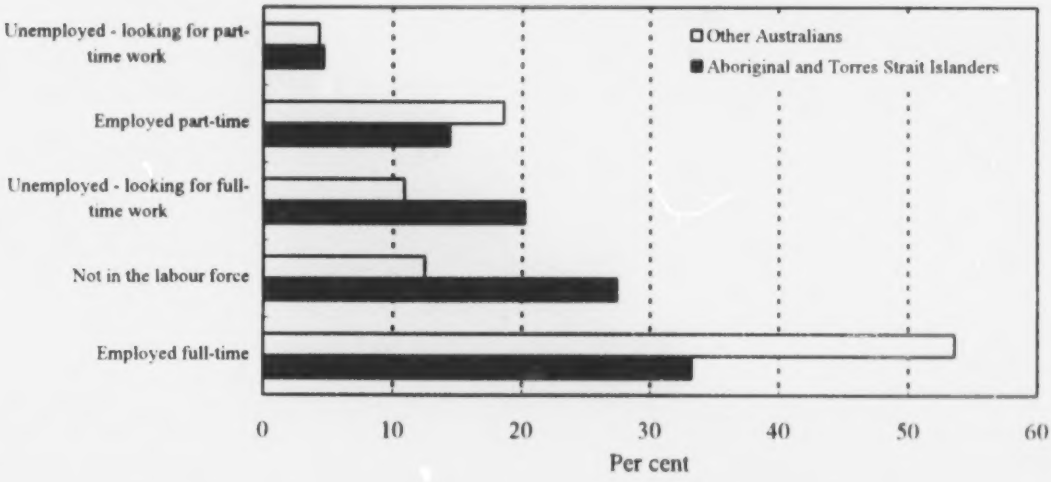
Figure 2.8: Qualifications Completed by TAFE Graduates (per cent)



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

Indigenous people have much poorer labour market outcomes than their non-indigenous counterparts (see Figure 2.9). Less than half of Aboriginal and Torres Strait Islander graduates were employed in May 1995, compared with over 70 per cent for other Australians. Over a quarter of indigenous TAFE graduates were not in the labour force in May 1995, compared with 13 per cent for non-indigenous Australians.

Figure 2.9 Labour Force Status of 1994 Graduates in May 1995



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

Of those graduates employed in the last semester of 1994, indigenous people were more likely to have received support from their employer. Indeed, 42 per cent of indigenous graduates received paid time off work compared with 28 per cent of non-indigenous graduates. Overall, 46 per cent of non-indigenous graduates received no support from their employer in their final semester compared with 32 per cent of indigenous graduates.

Aboriginal and Torres Strait Islander graduates were far more likely than other Australians to have undertaken the course for reasons of interest or personal development (20 per cent compared with 13 per cent respectively). For those 1994 graduates who enrolled for further study in 1995, indigenous people were more likely to enrol within another TAFE course than their non-indigenous counterparts. By contrast, non-indigenous people were more likely to enrol within a university course than indigenous people.

2.3 Conclusion

This analysis demonstrates that Aboriginal and Torres Strait Islander peoples have low levels of educational attainment which is reflected in low participation levels within the labour force and an employment profile skewed towards the lower skill levels. Although Aboriginal and Torres Strait Islander peoples are well represented within the TAFE sector they have lower levels of success within modules than non-indigenous people and are under-represented within TAFE graduates.

Improving the opportunities for Aboriginal and Torres Strait Islander peoples means that education and training for this client group must become a priority within industry as well as each State and Territory vocational education and training system.

3. Women

3.1 Background

The ANTA report "*Vocational Education and Training - Directions and Resource Allocations for 1995*" highlighted the apparent trend towards decreased participation of female students within TAFE courses. In response to this decline, in May 1995, Ministers for vocational education and training agreed on a number of measures to more closely monitor and address the issue of declining female participation. This included the development of a set of performance indicators for effective participation of women within VET. In addition, the ANTA Research Advisory Council have been asked to give priority in 1996 to projects which seek to identify mechanisms for improved equity for individual client groups within the VET sector.

ANTA, in conjunction with the Vocational Education, Employment and Training (VEET) Women's Task Force, is conducting a project to develop a national strategy for women in VET which will be completed by April 1996.

3.2 Context

3.2.1 Population and Labour Force Analysis

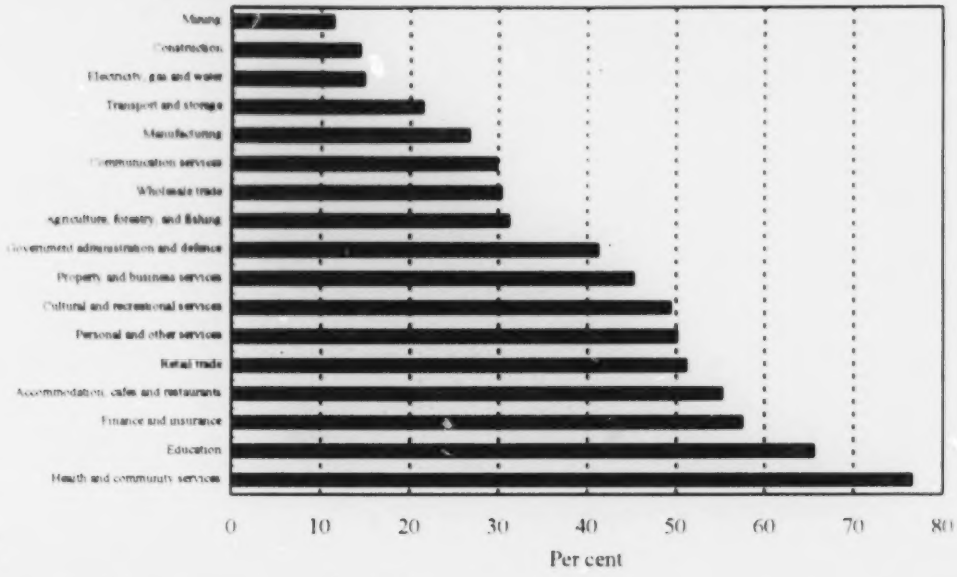
In 1995, females comprised 49.6 per cent of the population in the 15 to 64 age cohort and 50.2 per cent of the population as a whole.

In October 1995, the labour force participation rate was 54 per cent for females compared with 74 per cent for males. The level of participation is lower for females within each age group, but a marked trough occurs in the prime child bearing age group, 25 to 34 years.

Females comprised 43 per cent of employed persons in 1995 but this figure disguises the nature of this employment. Women comprise only 33 per cent of full-time employees but 75 per cent of part-time employees. For those persons actively seeking employment, the unemployment rate for females in October 1995 was 7.9 per cent compared with 9.0 per cent for males.

In 1995, female employees were generally concentrated in the service industries, most notably *Education* and *Health and community services*, where they comprised over 65 per cent of all employees (see Figure 3.1). By contrast, women comprise less than 20 per cent of the workforce within the *Mining*, *Construction* and *Electricity, gas and water* industries.

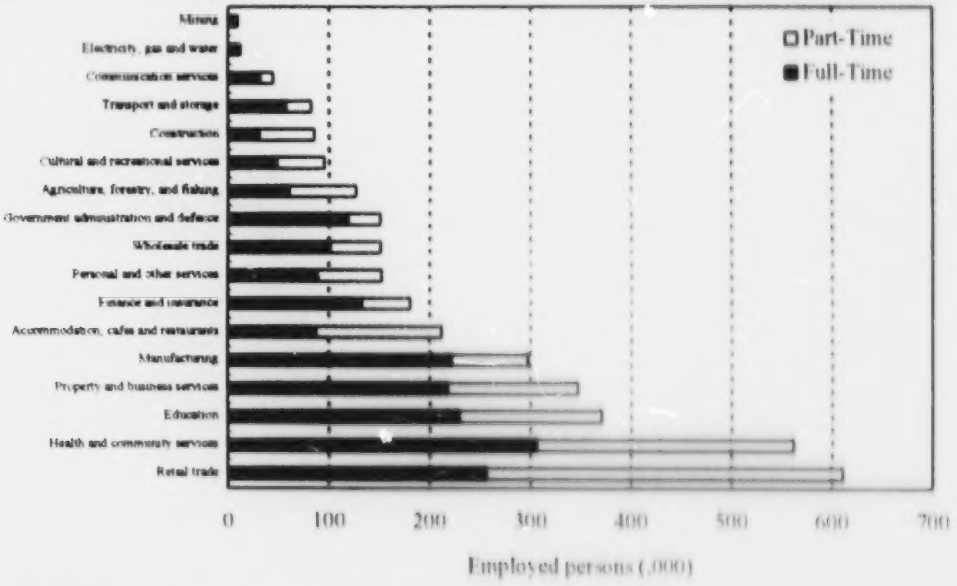
Figure 3.1: Female Employment by Industry, 1995 (Per cent)



Source: *The Labour Force, Australia* (ABS PC AUSSTATS)
Note: Data represents the average of the last quarterly collection in 1994 and the first three quarterly collections in 1995.

Retail trade and *Health and community services* employed the largest number of female employees in 1995, although both industries had a significant proportion of females employed on a part-time basis (see Figure 3.2). Indeed, for the workforce as a whole, 42 per cent of women are employed on a part-time basis compared with 11 per cent of men.

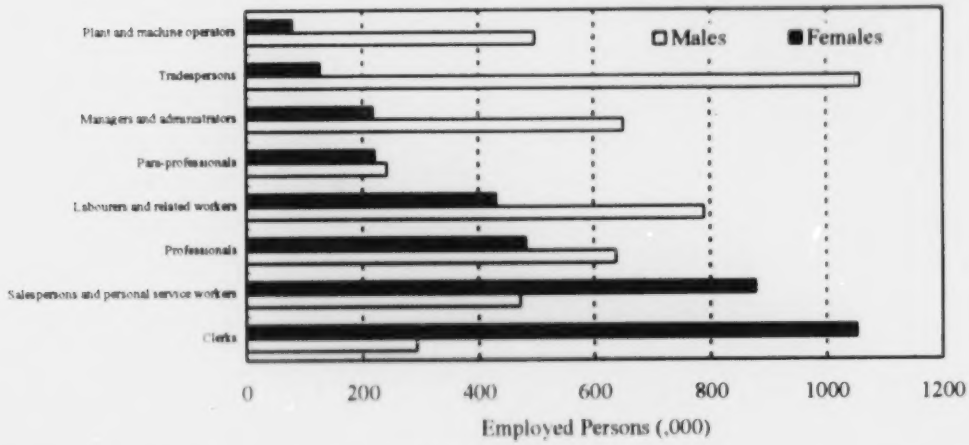
Figure 3.2: Female Employment by Industry and Employment Status, 1995 (000's)



Source: *The Labour Force, Australia* (ABS PC AUSSTATS)
Note: Data represents the average of the last quarterly collection in 1994 and the first three quarterly collections in 1995.

Since some occupations are generally more highly regarded by the community than others and receive greater remuneration, occupation can be an important indicator of the perceived relative status of women and men in employment. In 1995, more than half (55 per cent) of all women were employed within the occupations of *Clerks* and *Sales and personal service workers* (see Figure 3.3). In all other occupations women were considerably outnumbered by men with only a few employed as *Tradespersons* (4 per cent) and *Plant and machine operators* (2 per cent).

Figure 3.3: Employment by Occupation, 1995 (000's)



Source: *The Labour Force, Australia* (ABS PC AUSSTATS)

Note: Data represents the average of the last quarterly collection in 1994 and the first three quarterly collections in 1995.

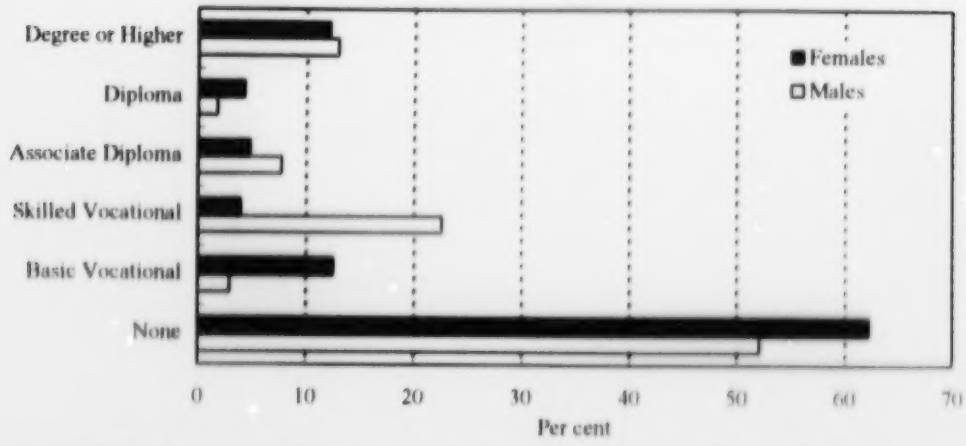
This continuing segmentation in the labour market and the associated poor mobility of women into less traditional, better paid occupational areas are factors which contribute towards the vulnerability of women in the labour market.

The occupational structure of female workers is reflected in disparities in the income distribution of males and females. In 1995, the average weekly income for female employees was $430 compared with $653 for males. Full-time female employees earn on average only 79 per cent of the equivalent male wage.

3.2.2 Educational Attainment of the Population

In 1995, 62 per cent of females in the 15 to 64 age group had no post school qualifications compared with 52 per cent for males (see Figure 3.4). A marginally lower proportion of females were recorded with a higher education qualification in 1995 (12 per cent for females, 13 per cent for males) and significantly fewer were reported as having attained a VET qualification (21 per cent for females, 33 per cent for males). Attainment for female VET graduates is heavily skewed towards the lower skill level of basic vocational courses (statement of attainment) and away from skilled vocational (certificate level) courses.

Figure 3.4: Highest Educational Attainment of Persons Aged 15 to 64 May 1995 (Per cent)

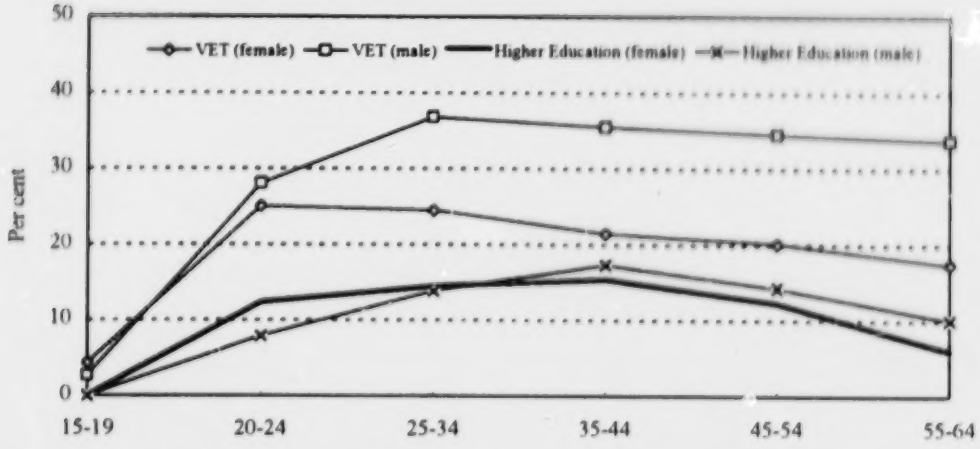


Source: *May 1995, Transition from Education to Work, Australia* (ABS Ref. No. 6227.0)

Note: This data does not include attainment within courses of less than 1 semester duration. No adjustment has been made to Teaching and Nursing undergraduate diploma qualifications which are now degree level qualifications.

The level of attainment of VET qualifications is generally greater for young women although still significantly lower than for the male population (see Figure 3.5). A significantly greater proportion of women in the 15 to 39 age group have higher education qualifications, compared with their male counterparts.

Figure 3.5: Proportion of the Population with Higher Education and VET Qualifications by Age Group, May 1995 (Per cent)



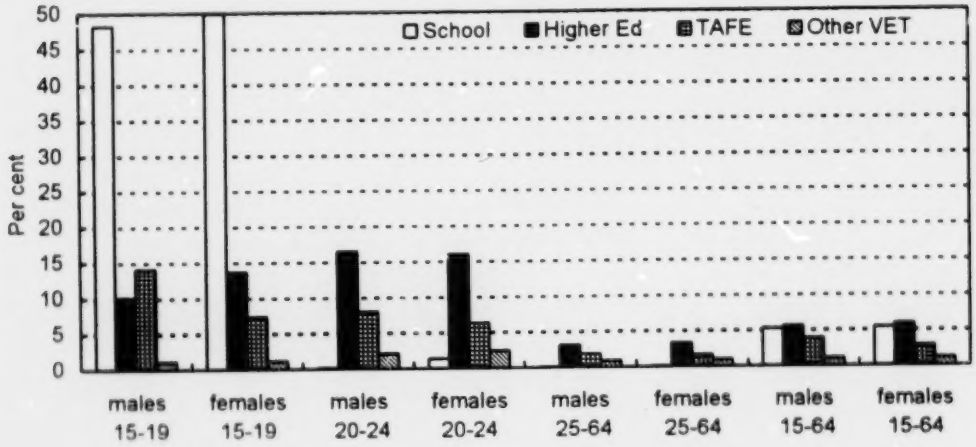
Source: *May 1995, Transition from Education to Work, Australia* (ABS Ref. No. 6227.0)

Note: This data does not include attainment within courses of less than 1 semester duration. No adjustment has been made to Teaching and Nursing undergraduate diploma qualifications which are now degree level qualifications.

3.2.3 Participation in Post-Compulsory Education

For the 15 to 64 age group, participation rates for females and males are similar for all educational sectors with the exception of TAFE, where male participation is higher (see Figure 3.6). In May 1995, for people in the 15 to 64 age group, 15.7 per cent of males and 15.2 per cent of females were participating in education.

Figure 3.6: Participation Rates in Post-Compulsory Education in May 1995[1]



Source: *May 1995, Transition from Education to Work, Australia* (ABS Ref. No. 6227.0)

The most notable difference in participation rates occurs in the *TAFE* sector for the 15 to 19 age cohort, where male participation rates are close to twice that of female rates (14.1 per cent and 7.4 per cent respectively). The gap narrows for the 20 to 24 age cohort, but male participation rates remain over 2 per cent higher than female rates (8.0 per cent and 6.3 per cent).

Participation by females in *Other VET* studies is slightly greater than for males in the 20-24 age cohort, but is broadly comparable over all age groups.

Females fare better in terms of participation rates within *Higher Education* in the 15-19 age cohort (13.6 per cent as opposed to 10.1 per cent), but have slightly lower Higher Education representation than males in the 20-24 age group.

Participation by females in *School* is equal to, or higher than male participation for all age cohorts, especially for youth aged 15-19, where female participation is 50.0 per cent and male participation is 48.2 per cent.

[1] The 1995 participation rate of students in education, particularly within VET courses, is under-estimated since this survey collects information from respondents in May 1995. People who participated during 1995 but were not attending in May would be reported as "not attending".

3.2.4 Training within the Vocational Education and Training Sector

To obtain a comprehensive understanding of the participation of women within vocational education and training it is necessary to analyse across the following areas of provision:

- training conducted by public providers (TAFE, Adult and Community Education);
- training conducted by commercial training providers; and
- employer based training.

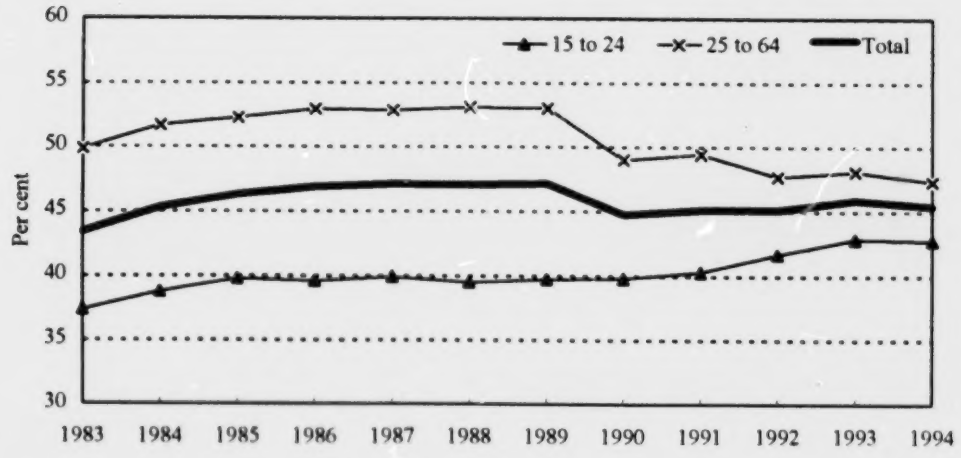
These areas are further discussed below:

Public Provision

The analysis below is based on data collected from States and Territories by the National Centre for Vocational Education Research. The scope of the collection encompasses TAFE institutions in all States and Territories as well as selected Adult and Community Eduction providers.

Female participation rates in the TAFE sector have declined significantly over the last six years and the overall rate is now 45.8 per cent compared with 47.1 per cent in 1989 (see Figure 3.7). However, it is significant to note that the actual number of women in TAFE has increased by 10 per cent between 1989 and 1994, albeit at a slower rate than their male counterparts who have increased by 18 per cent over the same period. At the same time, the participation rate of females aged 15 to 24 has increased (albeit from a low base) but this has been more than offset by a significant fall in participation for females aged 25 to 64.

Figure 3.7: Females as a Proportion of Total TAFE Students by Age Group

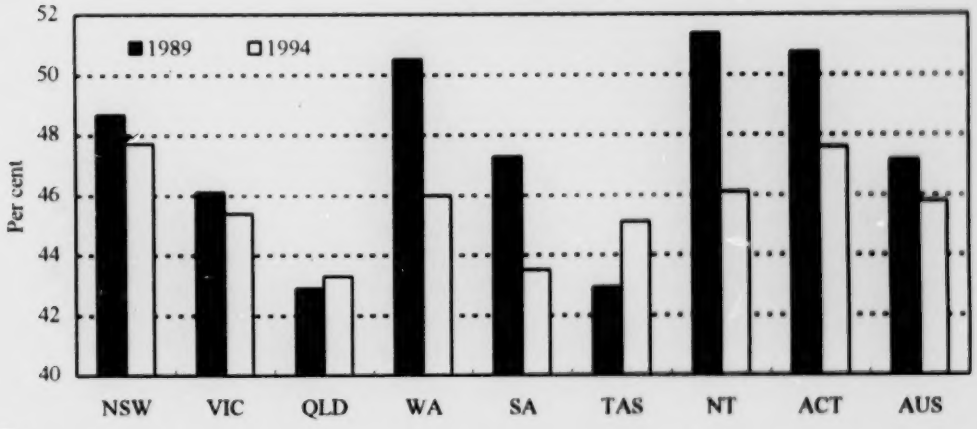


Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

The under-representation of female students in TAFE differs according to the mode of study undertaken. In 1994, females comprised 51 per cent of the students undertaking study on a full-time basis but only 45 per cent of the students undertaking part-time study. The high level of representation of women within full-time courses is due to enrolments by mature aged women (over 25). Indeed, women under 25 years are outnumbered by their male counterparts within both full-time and part-time study.

In 1994, female students were under-represented within every State and Territory. Between 1989 and 1994, Queensland and Tasmania were the only jurisdictions to experience an increase in the level of female participation although this was from a very low base (see Figure 3.8). Queensland along with South Australia were the States that reported the lowest proportion of females within TAFE education and training in 1994.

Figure 3.8: Female TAFE Students within each State and Territory, as a Proportion of All Students

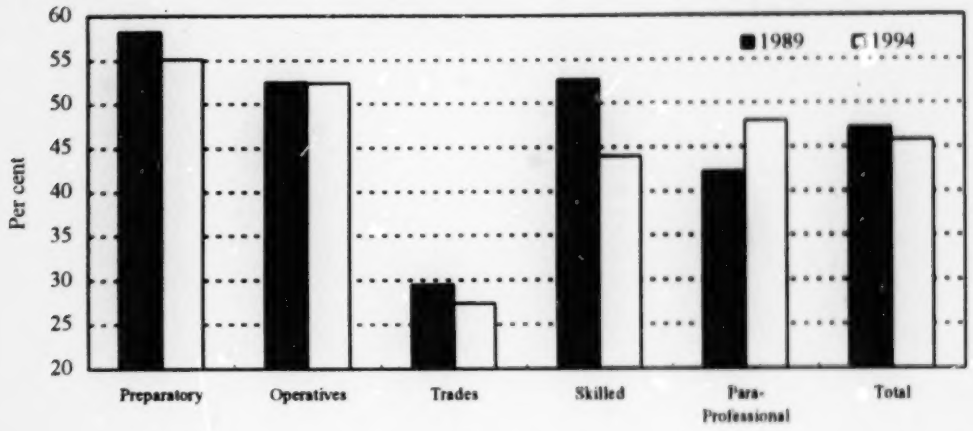


Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

In 1989, females represented over 50 per cent of the students within *preparatory*, *operative* and *skilled* level courses. Since that time, the participation of women within *preparatory* level courses has declined to 55 per cent, *operative* level participation has remained stable at 52 per cent and *skilled* level training has declined by 9 per cent to 44 per cent in 1994 (see Figure 3.9). Over the same period the level of participation of women within *trades* courses has declined from 30 per cent in 1990 to 27 per cent in 1994. The only increase in female participation has occurred at the para-professional course level.

The reason for the decline in female participation within *trades* is due to a decrease in the proportion of women attending *trade supervisory* courses whilst only 12 per cent of the people attending *complete trades* (apprenticeship) courses are women. Female participation within *skilled* courses has declined within both *complete* and *subsequent* course levels. The reason for this fall in female participation in *skilled* courses may be due in part to the decline in provision within traditional female areas, such as fashion.

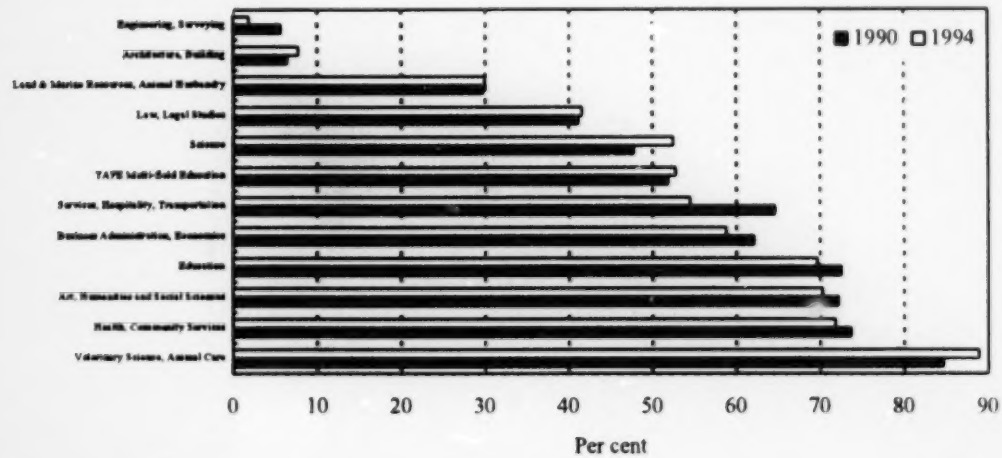
Figure 3.9: Females as a proportion of total TAFE students by course level



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)
DEET *Selected TAFE Statistics 1989* (streams 2100-4500)

An analysis of training activity by field of study identifies shifts in female participation within particular training areas. Unfortunately, it is not currently possible to report overall TAFE provision based on an industry classification. Hence, field of study is used here to indicate the type of training conducted. Between 1990[2] and 1994 there has been a notable increase in female representation within *Science* and *Veterinary science / animal care* courses (see Figure 3.10). By contrast there has been a significant decline in the representation of women within *Business administration*, *Education* and *Service / hospitality / transportation* courses. It is significant to note that the fields of study which have experienced the greatest decline are areas where women had a high level of representation in 1990.

Figure 3.10: Females as a proportion of total TAFE students by field of study



Source: NCVER *Selected VET Statistics 1994* (unpublished, streams 2100-4500)
DEET *Selected TAFE Statistics 1990* (streams 2100-4500)

[2] Data for 1989 was not collected on a comparable basis with the 1994 data. Hence, 1990 data has been used for the purpose of this comparison.

A more in-depth knowledge of participation and attainment can be obtained through analysing activity within modules. Female students are predominantly enrolled within *administration/business studies* (27.2 per cent), *mathematics/computing* (13.3 per cent) and *social education* (13.0 per cent) modules (see Table 3.1). By contrast male students are heavily concentrated within *engineering/processing* (26.7 per cent), *administration/business studies* (14.8 per cent), *mathematics/computing* (11.7 per cent) and *built environment* (10.7 per cent) modules.

Female students are significantly under-represented within *built environment* and *engineering/processing* modules. By contrast, over 70 per cent of students within social studies and health science modules are female.

Table 3.1: Distribution of Enrolments by Discipline Group in 1994

Discipline Group	*Females*		*Males*		
	Enrolments (,000)	*Per Cent*	*Enrolments (,000)*	*Per Cent*	*Female (per cent)*
Humanities	186.9	6.6	149.1	4.5	55.6
Social Studies	81.0	2.8	27.5	0.8	74.6
Education	55.3	1.9	59.6	1.8	48.1
Anatomy	69.4	2.4	102.8	3.1	40.3
Mathematics- Computing	379.6	13.3	391.0	11.7	49.3
Art	142.0	5.0	81.0	2.4	63.7
Engineering- Processing	115.5	4.0	890.4	26.7	11.5
Health Sciences	292.9	10.3	123.9	3.7	70.3
Admin.- Business- Econ.- Law	776.6	27.2	493.5	14.8	61.1
Built Environment	31.6	1.1	356.5	10.7	8.1
Agricultural- Renewable Resources	82.7	2.9	180.9	5.4	31.4
Hospitality- Tour. - Pers. Services	255.4	9.0	171.1	5.1	59.9
Social- Education- Employ. skill	370.5	13.0	303.7	9.1	55.0
Undefined	11.7	0.4	5.8	0.2	66.8
TOTAL	2851.2	100.0	3336.9	100.0	46.1

Source: NCVER, *Selected VET Statistics 1994*

It is important that not only shifts in female participation are monitored but also shifts in the area of the decline which might adversely impact on women. Strategies designed to increase female participation will need to take account of shifts in occupational and industry structures.

THE PARTICIPATION PATTERNS FOR YOUR STATE/TERRITORY ARE FURTHER ANALYSED FOLLOWING THE CONCLUSION OF THIS SECTION.

An analysis of module outcomes indicates that female students have significantly higher success rates in modules than male students. However, it is interesting to note that female students do significantly poorer in subjects where they are under-represented. This is demonstrated in the table below (see Table 3.2) where female students overall have a 1 per cent greater success rate than male students but a 3 per cent poorer success rate within *built environment* subjects where they are significantly under-represented. Female students perform best, relative to their male counterparts, within *social studies* modules where they represent 75 per cent of the student population.

Table 3.2: Distribution of Enrolment Outcomes in 1994 (per cent)

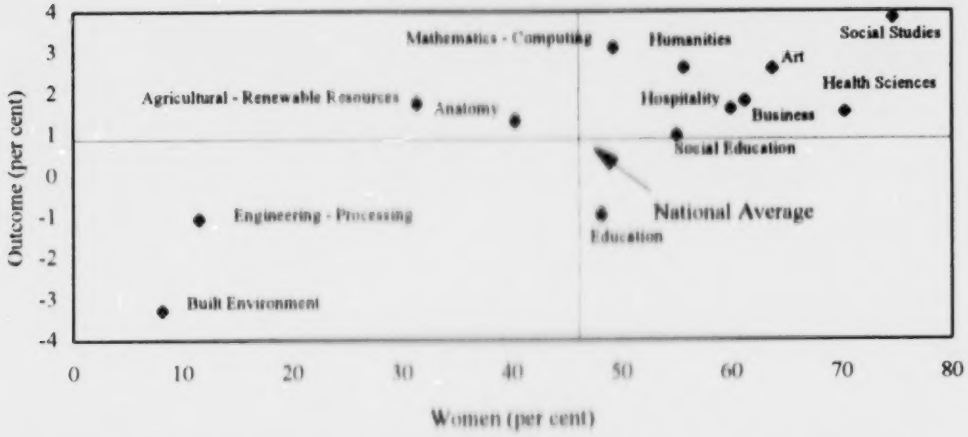
Discipline Group	*Females (per cent)*			*Males (per cent)*			
	Success -ful	*Unsuc- cessful*	*Result Pending/ Withdrew*	*Success -ful*	*Unsuc- cessful*	*Result Pending/ Withdrew*	*Var- iation (%)*
Humanities	67.5	10.8	21.6	62.1	13.3	24.7	2.6
Social Studies	72.6	6.6	20.8	64.5	10.1	25.4	3.8
Education	85.8	4.8	9.3	88.0	4.1	7.8	-1.0
Anatomy	64.6	9.9	25.5	62.3	11.7	26.0	1.3
Mathematics- Computing	68.2	10.9	20.9	62.6	14.6	22.8	3.1
Art	71.4	8.6	19.9	67.2	12.2	20.5	2.6
Engineering- Processing	67.2	8.1	24.7	71.6	9.4	18.9	-1.1
Health Sciences	74.1	6.6	19.3	71.1	8.3	20.6	1.5
Admin.- Business- Econ.- Law	67.7	10.8	21.4	64.3	12.9	22.8	1.8
Built Environment	67.8	9.9	22.2	75.7	8.0	16.3	-3.3
Agricultural- Renewable Resources	64.1	6.9	29.1	60.3	8.4	31.3	1.8
Hospitality- Tour. - Pers. Services	74.1	8.4	17.5	70.7	9.9	19.4	1.6
Social- Education- Employ. skill	75.4	6.7	17.9	73.0	7.3	19.6	1.0
TOTAL	70.2	9.0	20.8	68.7	10.3	21.0	0.9

Source: NCVER, *Selected VET Statistics 1994*

Note: **Variation column** represents the percentage difference between male and female outcomes. A positive figure indicates that female students have a better outcome than male students within that particular discipline group. To derive these figures a weighting has been applied (successful * 2, unsuccessful * 0, result pending / withdrew * 1).

A direct comparison of participation and outcomes for female students can be made by plotting the *proportion of females* ("female (%)" from Table 3.1) against the *outcomes* of female students relative to their male counterparts ("variation (%)" from Table 3.2). Within figure 3.11, each discipline group has been plotted against these two variables. The high predominance of observations within the bottom left and top right quadrants, implies that women generally perform better within subjects in which they are well represented (eg. social studies) and poorer where they are under-represented (eg. built environment).

Figure 3.11: Participation and Outcomes of Female Students

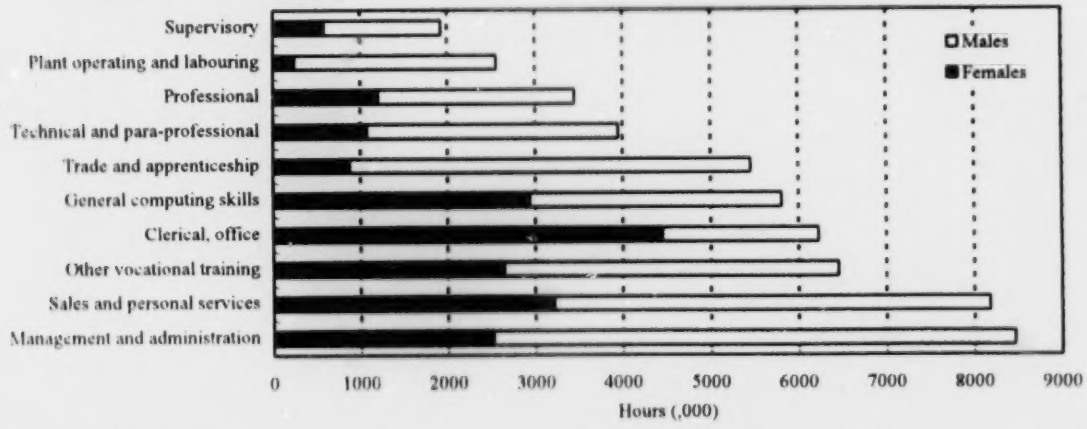


Source: Derived by ANTA from data contained within *Selected VET Statistics 1994* (NCVER)

Commercial Training Provision

The commercial training system delivers about one-fifth of the amount of training provided through the public training system. In 1994, almost two-thirds (62 per cent) of people attending private training courses were male. Males outnumbered their female counterparts in all fields of training with the exception of Clerical/office skills and General computing skills (see Figure 3.12).

Figure 3.12: Amount of Training Received by Field of Study (,000 hours)



Source: *Commercial Training Providers Australia, 1994* (ABS Cat. No. 6352.0)

Notes:
- Due to a high level of sampling variability, figures in the fields of professional, trade and apprenticeship and plant operating and labouring should be treated with caution.
- This graph assumes that the duration of study for male and female students are equal.

Employer Based Training

Available data indicates that the larger the proportion of females in an organisation, the lower the amount of training expenditure per employee (see Table 3.3). For example, in

industries/organisations with more than 75 per cent females, an average of $105 per employee was spent on training during the August 1993 quarter, while organisations with less than 75 per cent females spent $210 per employee.

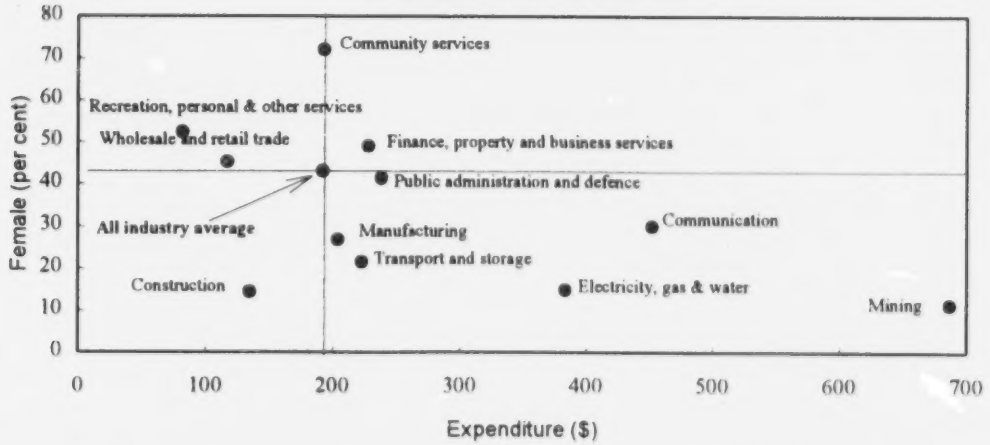
Table 3.3: Training Expenditure - Proportion of Males and Females July to September 1993

	Males		*Females*	
	Less than 75%	*75% or more*	*Less than 75%*	*75% or more*
Total Training Expenditure (% of gross wages and salaries)	2.8	2.9	3.0	2.2
Average Training Expenditure per Employee ($)	175	235	210	105
Average Training Hours per Employee	4.80	7.47	5.95	3.62
Total Training Expenditure ($ million)	724.4	384.4	1005.2	103.7

Source: *Employer Training Expenditure - Australia, July-September 1993* (ABS Cat. No. 6353.0)

This argument is further supported by an analysis of training expenditure by industry (see Figure 3.13). Those industries with a high level of female employees generally spend low levels of expenditure on training (*Recreation, personal & other services, Wholesale and retail trade*). By contrast, women represent less than 30 per cent of the employees within the industries which spend the highest amount on training (*Communication, Electricity, gas & water, Mining*).

Figure 3.13: Participation of Women by Industry Sector and Level of Training Expenditure by Employers



Source: *Employer Training Expenditure - Australia, July-September 1993* (ABS Cat. No. 6353.0)

The ABS Training and Education Experience survey conducted in April and May 1993 provides further information on the training patterns of females in industry. This survey

identified that for both internal and external training, females are poorly represented within management, technical and trade courses but are well represented in clerical, sales and general computing courses. This is consistent with the occupational pattern of female employment.

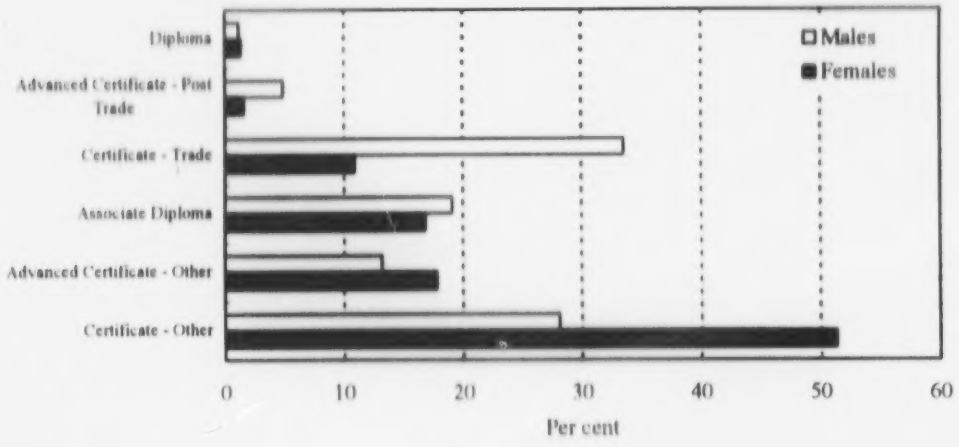
3.2.5 Outcomes from Vocational Education and Training

A survey was conducted by the Australian Bureau of Statistics in May 1995 to determine the outcomes for 1994 TAFE graduates. Survey forms were sent to all graduates who had completed a certificate or higher level course from a TAFE institution in 1994 and there was a 61 per cent response rate to the survey.

Females represented 55 per cent of the graduates that responded to the survey. The high response rate of female students relative to their male counterparts indicates that this figure is an over-estimate of the actual proportion of graduates that are female (estimated to be 52 per cent).

Over half of female TAFE graduates who responded to the survey acquired Certificate (other) level qualifications in 1994 whereas this qualification accounted for a quarter of male TAFE graduates (see Figure 3.14). By contrast female graduates were significantly under represented within trades areas (both Certificate and Advanced Certificate) where they represented less than 30 per cent of the graduates within these qualification levels.

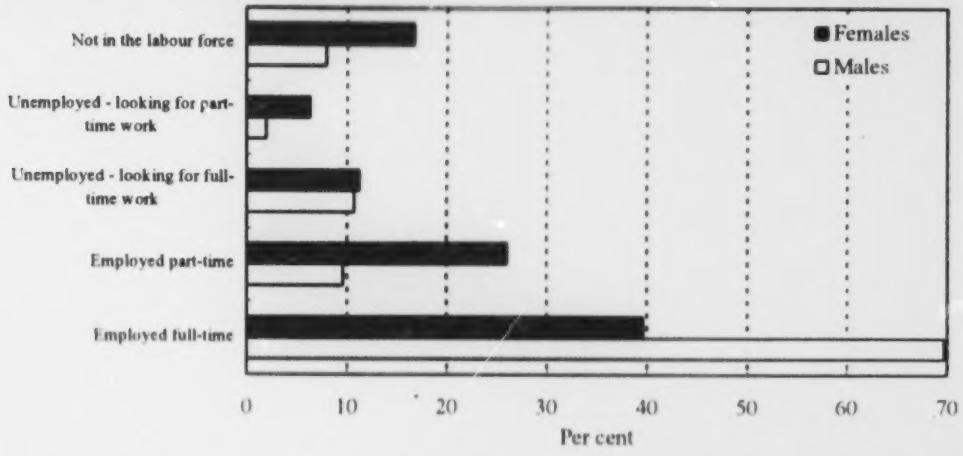
Figure 3.14: Qualification Completed by TAFE Graduates (per cent)



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

In May 1995, almost 80 per cent of male graduates were employed compared with 67 per cent of female graduates (see Figure 3.15). Graduates employed on a full-time basis were predominantly male and those employed on a part-time basis were predominantly female. A significantly greater proportion of female graduates were unemployed (18 per cent of females compared with 13 per cent of males) and 72 per cent of those graduates not in the labour force were female.

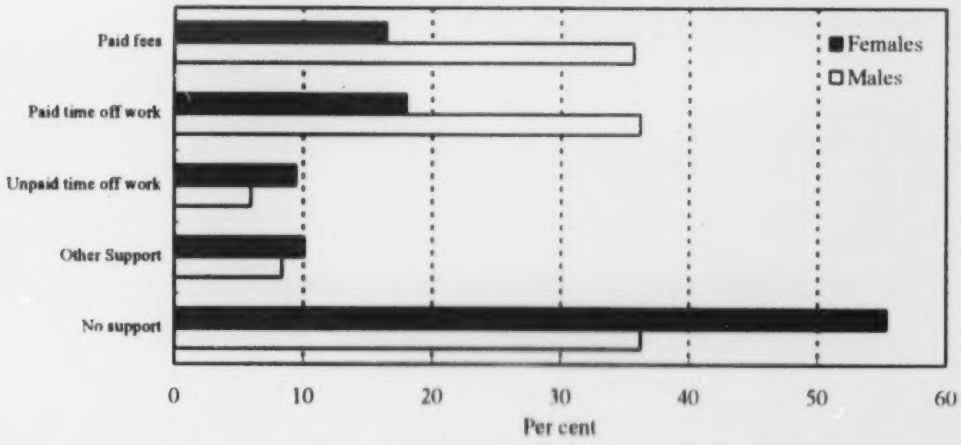
Figure 3.15: Labour Force Status of 1994 Graduates in May 1995 (per cent)



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

For those graduates who were employed during the final semester of their course, 56 per cent of females received no support from their employer compared with 37 per cent of males (see Figure 3.16). Indeed, over twice as many males than females received either paid fees or paid time off work from their employer. The relative low level of employer support for female students is likely to be at least partly due to their low levels of participation with traditional apprenticeship courses which have high levels of employer support.

Figure 3.16: Employer Support for Training (per cent)



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

Note: Percentages will be greater than 100 since multiple support types were permitted.

In May 1995 employed female graduates were much more likely to be employed in jobs where their studies were "not at all relevant" whereas males were more likely to be employed in jobs where their studies were "highly relevant". This is reflected in the motivational reasons given by graduates for initially undertaking the course. A much greater proportion of males than females did a course because it was a requirement of

their job whereas significantly more females undertook the course for reasons of interest or personal development.

Average weekly earnings of graduates who were employed in their first full-time job in May 1995, were significantly higher for males than for females within every qualification level. The total average weekly earnings of female graduates ($378) represents approximately 86 per cent of the male figure ($437). At best, female earnings reach 90 per cent of male earnings for the Certificate (Other) qualification. At worst, females earnings reach only 70 per cent of male earnings for the Advanced Certificate qualification.

3.3 Conclusion

This analysis demonstrates that female students have low levels of participation within vocational education and training and the nature of this participation is skewed towards the lower skill levels. Females also have significantly lower levels of labour force participation than their male counterparts and are predominant within the industries and occupations which have traditionally had lower wage structures. Further, females have poorer graduate outcomes than males, in terms of employment, course relevance and earnings.

However, this level of participation of women within vocational education and training needs to be seen against a background of increasing female participation in both upper secondary school and university. It must also be emphasised that this does not translate as a decline in numbers of women in vocational education and training which have in fact steadily increased, albeit at a slower rate than their male counterparts.

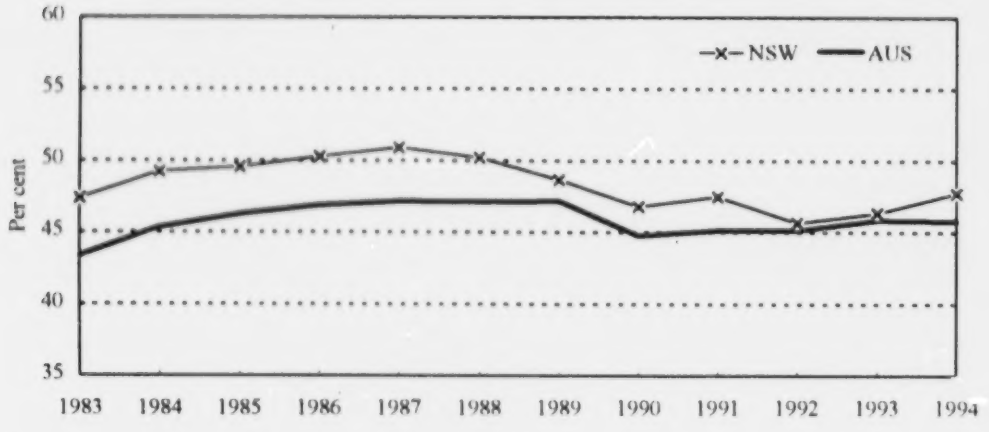
Nevertheless, the level of female participation is clearly an area which needs to be addressed both nationally and at the State/Territory and provider level. This paper provides a preliminary overview, to be able to better target policy and planning options further diagnostic work needs to be undertaken within State/Territories at the provider level.

3.4 State by State Participation Analysis

3.4.1 New South Wales

The proportion of students in New South Wales's TAFE colleges that are women has generally declined over the last ten years, although an increase has been experienced since 1992 (see Figure A). The level of representation of female students in the State has been consistently higher than the average, with females representing 48 per cent of the students in 1994.

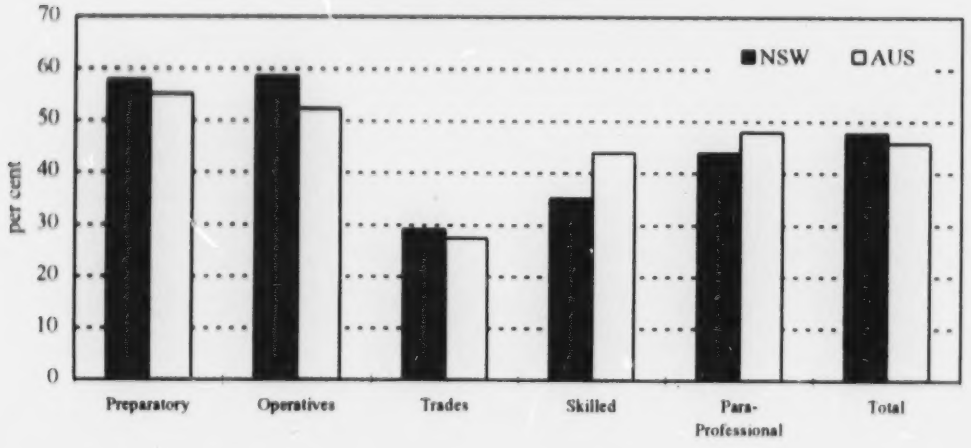
Figure A: Females as a proportion of total TAFE students



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Female students in New South Wales are well represented within *Preparatory* and *Operative* level courses (see Figure B). However, females are significantly under-represented within *Trades* courses and, to a lesser extent, *Skilled* and *Para-professional* courses.

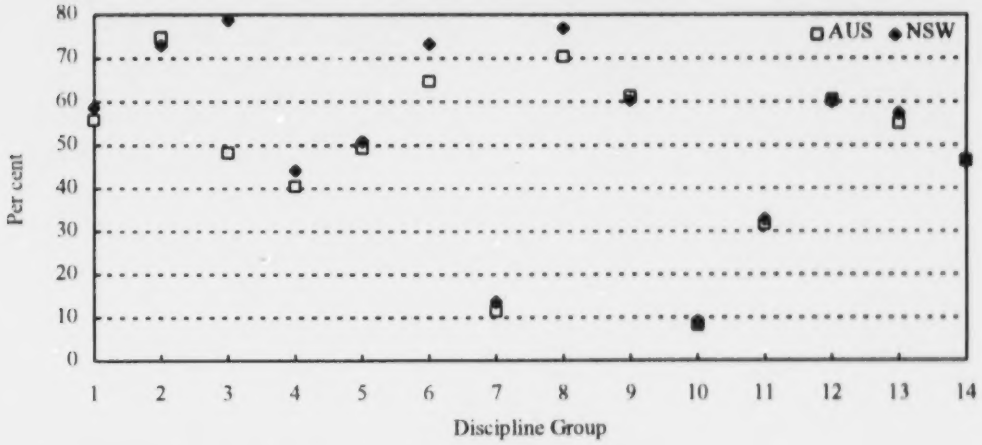
Figure B: Females as a proportion of total TAFE students by course level in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Student enrolments within modules can be used to determine reasons for different levels of representation between the State and the country as a whole. Compared with the national profile, women within the State are particularly well represented within the disciplines of *Education, Health sciences* and *Visual and performing arts* (see Figure C). Within the State there are no disciplines where women are significantly under-represented when compared with the national profile.

Figure C: Females as a proportion of total TAFE module enrolments by discipline group in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

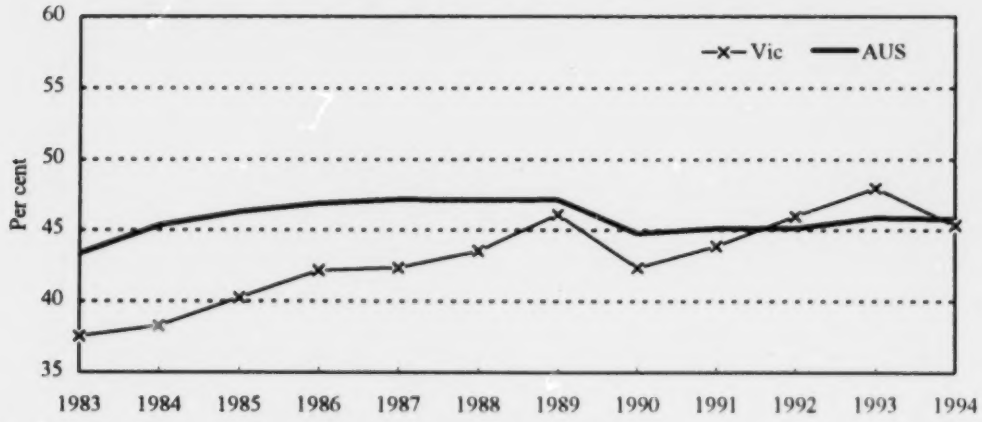
Index: Discipline Group

1 Humanities
2 Social Studies
3 Education
4 Sciences
5 Mathematics, Computing
6 Visual/Performing Arts
7 Engineering, Processing
8 Health Sciences
9 Admin, Business, Economics, Law
10 Built Environment
11 Agriculture, Renewable Resources
12 Hospitality, Tourism & Personal Services
13 Social, Educational & Employment Skills
14 All Disciplines

3.4.2 Victoria

The proportion of students who are female in Victoria's TAFE colleges has generally increased over the last ten years from a low base, although a significant decline was reported between 1993 and 1994 (see Figure A). In 1994 females represented 45 per cent of the students in TAFE.

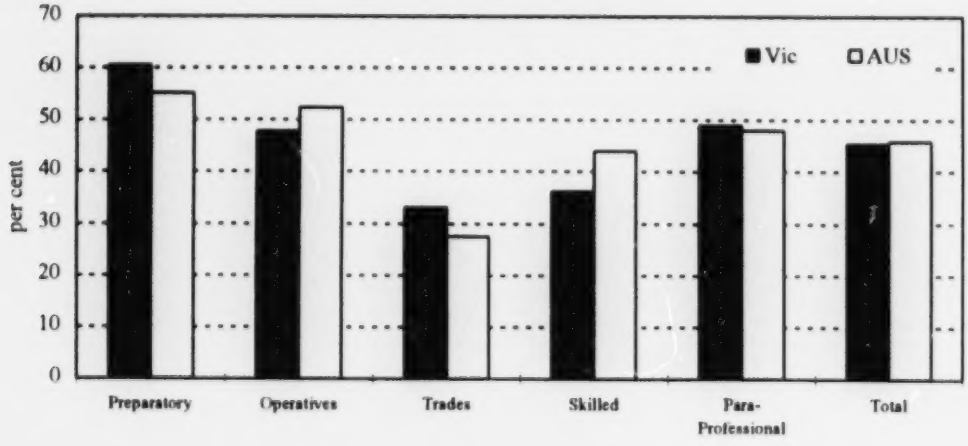
Figure A: Females as a proportion of total TAFE students



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Female students in Victoria are well represented within *Preparatory* level courses but under-represented within all other skill levels of training (see Figure B). Relative to the national profile, students in the State are under-represented within *Operative* and *Skilled* level courses.

Figure B: Females as a proportion of total TAFE students by course level in 1994

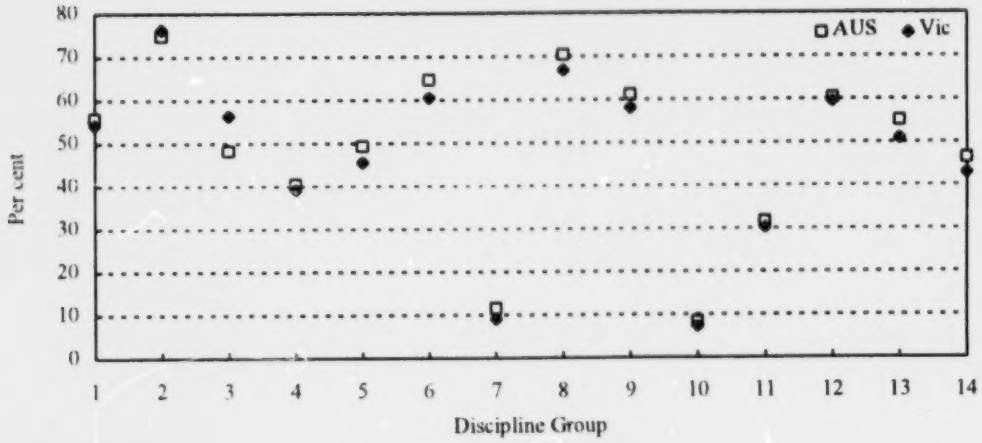


Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Student enrolments within modules can be used to determine reasons for different levels of representation between the State and the country as a whole. Compared with the national profile, women within the State are particularly well represented within the

Education discipline (see Figure C). It is significant to note that relative to the national profile, women within the State have lower levels of representation within eleven of the thirteen discipline groups.

Figure C: Females as a proportion of total TAFE module enrolments by discipline group in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

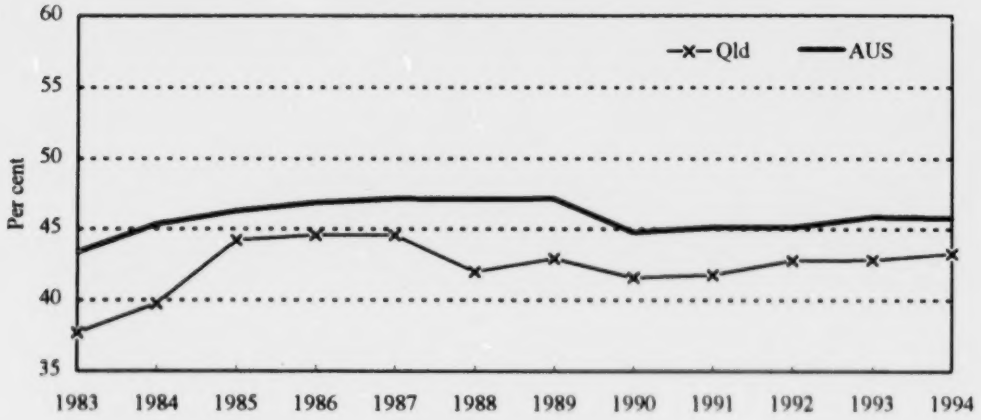
Index: Discipline Group

1 Humanities
2 Social Studies
3 Education
4 Sciences
5 Mathematics, Computing
6 Visual/Performing Arts
7 Engineering, Processing
8 Health Sciences
9 Admin, Business, Economics, Law
10 Built Environment
11 Agriculture, Renewable Resources
12 Hospitality, Tourism & Personal Services
13 Social, Educational & Employment Skills
14 All Disciplines

3.4.3 Queensland

The proportion of students who are female in Queensland's TAFE colleges has increased marginally over the last ten years to 43 per cent in 1994 (see Figure A). However, the level of female representation within the State has been significantly lower than the level experienced nationally, for the entire period.

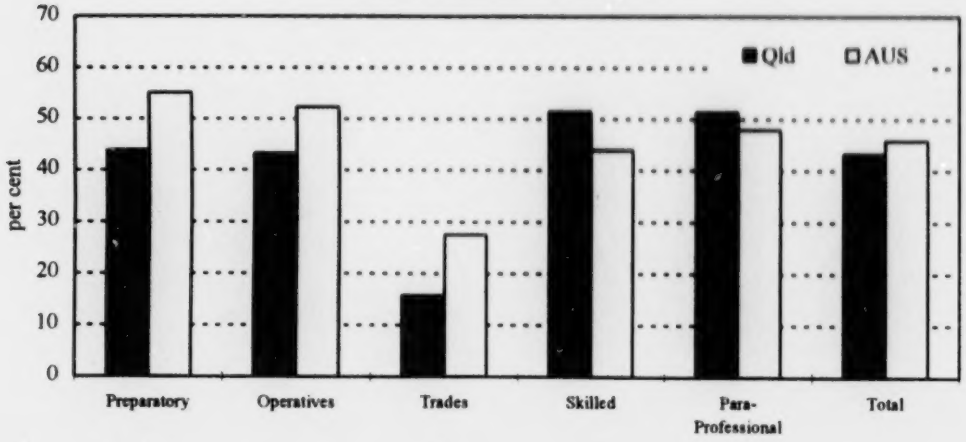
Figure A: Females as a proportion of total TAFE students



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Female students in Queensland are well represented within *Skilled* and *Para-professional* courses (see Figure B). By contrast, women in the State are under-represented within *Preparatory*, *Operatives* and, most particularly, *Trades* level courses.

Figure B: Females as a proportion of total TAFE students by course level in 1994

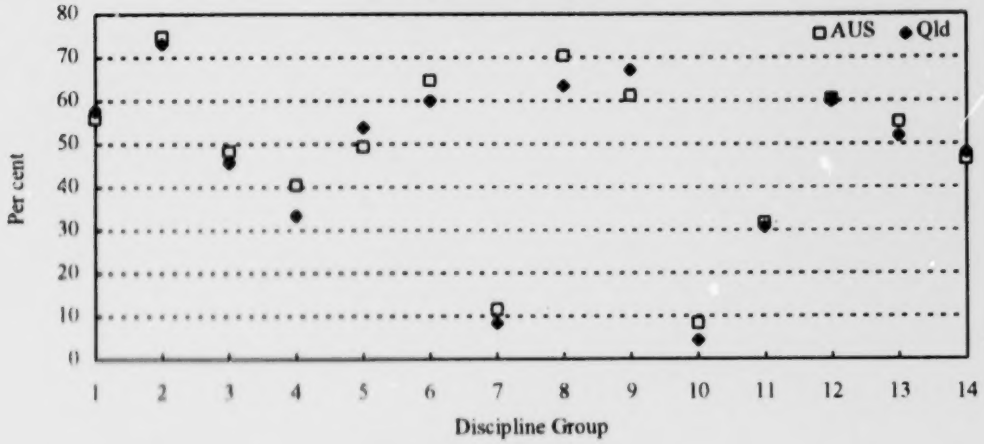


Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Student enrolments within modules can be used to determine reasons for different levels of representation between the State and the country as a whole. Compared with the national profile, women within the State are particularly well represented within the *Mathematics / computing* and *Business administration* disciplines (see Figure C). It is

significant to note that relative to the national profile, women within the State have lower levels of representation within ten of the thirteen discipline groups.

Figure C: Females as a proportion of total TAFE module enrolments by discipline group in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

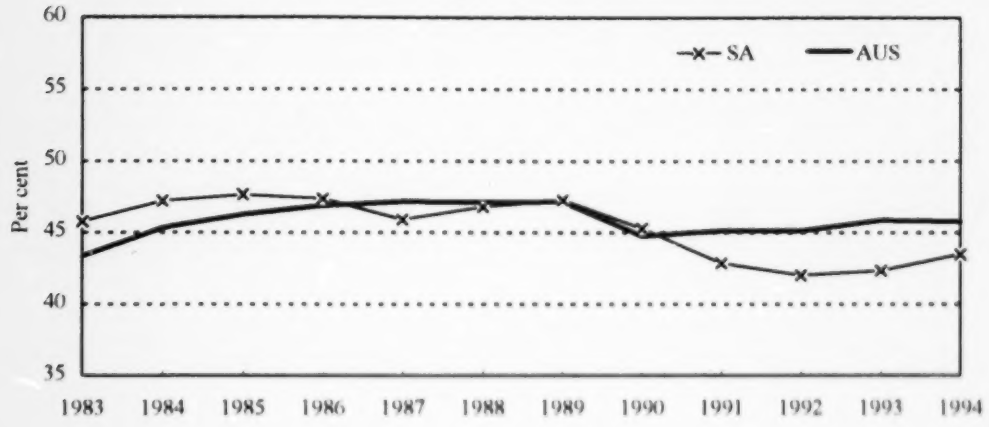
Index: Discipline Group

1 Humanities	**6** Visual/Performing Arts	**11** Agriculture, Renewable Resources
2 Social Studies	**7** Engineering, Processing	**12** Hospitality, Tourism & Personal Services
3 Education	**8** Health Sciences	**13** Social, Educational & Employment Skills
4 Sciences	**9** Admin, Business, Economics, Law	**14** All Disciplines
5 Mathematics, Computing	**10** Built Environment	

3.4.4 South Australia

The level of female representation in South Australia has decreased over the last ten years to 43 per cent in 1994 (see Figure A).

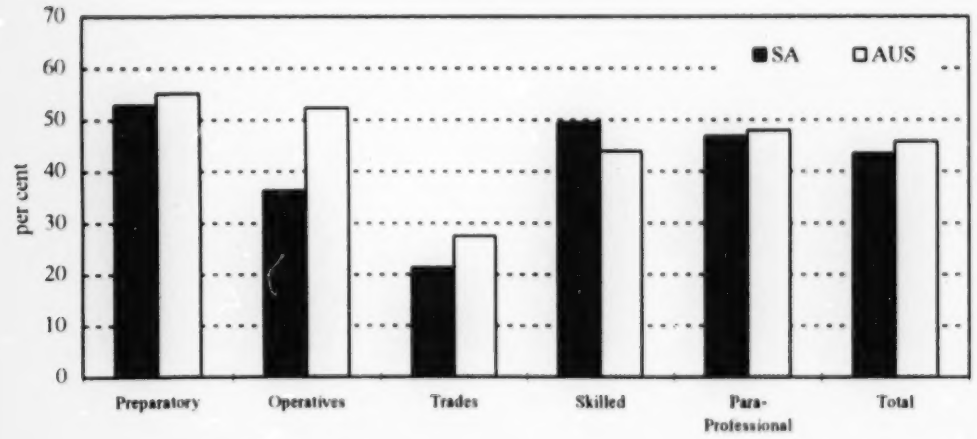
Figure A: Females as a proportion of total TAFE students



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Female students in South Australia are well represented within *Preparatory* and *Skilled* level courses but significantly under-represented within *Operative* and *Trades* courses (see Figure B). The level of female representation in the State within each course level, with the exception of *Skilled* courses, is lower than the national average.

Figure B: Females as a proportion of total TAFE students by course level in 1994

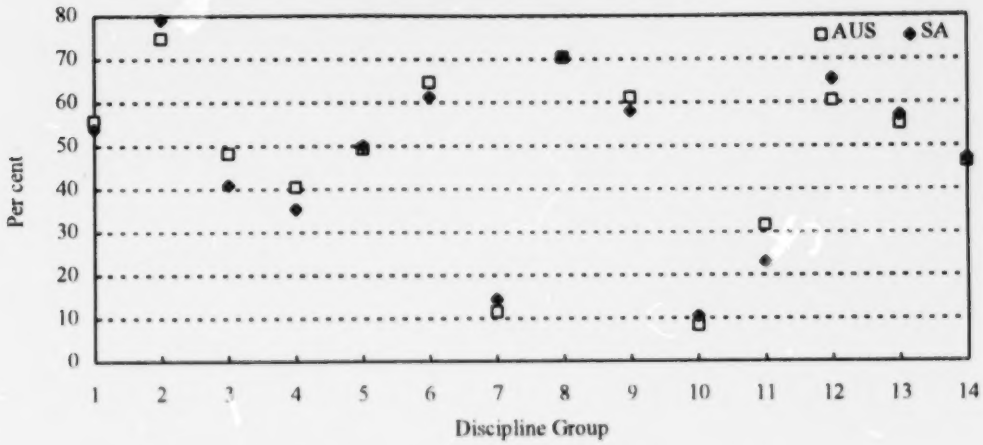


Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Student enrolments within modules can be used to determine reasons for different levels of representation between the State and the country as a whole. Compared with the national profile, women within the State are particularly well represented within the *Social studies* and *Hospitality / transportation* disciplines (see Figure C). By contrast,

relative to the national profile, women are significantly under-represented within *Education*, *Science* and *Agriculture* disciplines.

Figure C: Females as a proportion of total TAFE module enrolments by discipline group in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

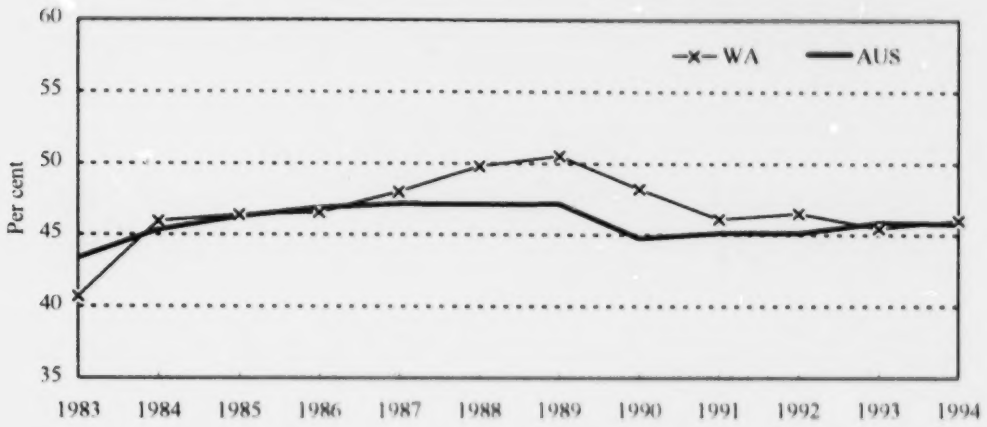
Index: Discipline Group

1 Humanities
2 Social Studies
3 Education
4 Sciences
5 Mathematics, Computing
6 Visual/Performing Arts
7 Engineering, Processing
8 Health Sciences
9 Admin, Business, Economics, Law
10 Built Environment
11 Agriculture, Renewable Resources
12 Hospitality, Tourism & Personal Services
13 Social, Educational & Employment Skills
14 All Disciplines

3.4.5 Western Australia

The level of female representation in Western Australia has decreased significantly from the level experienced in 1989 (50 per cent) to 46 per cent in 1994 (see Figure A).

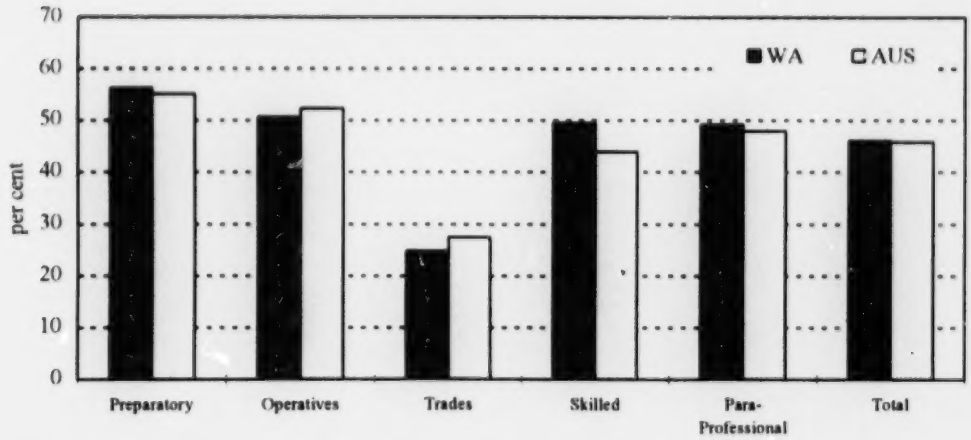
Figure A: Females as a proportion of total TAFE students



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Female students in Western Australia are well represented within *Preparatory* level courses but are significantly under-represented within *Trades* courses (see Figure B). The level of female representation in the State is consistent with the national profile.

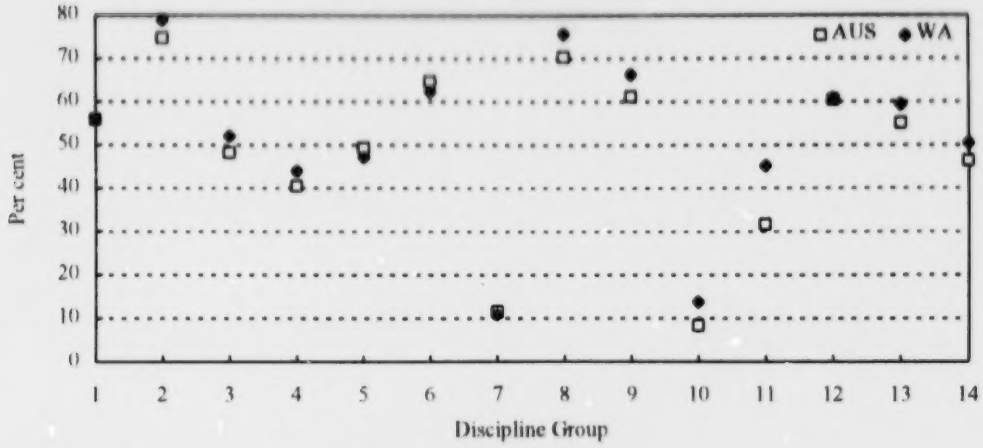
Figure B: Females as a proportion of total TAFE students by course level in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Student enrolments within modules can be used to determine reasons for different levels of representation between the State and the country as a whole. Compared with the national profile, women within the State are particularly well represented within the *Health sciences, Business administration* and *Agriculture* disciplines (see Figure C). By contrast, relative to the national profile, women are under-represented within *Visual/performing arts* and *Mathematics/computing* disciplines.

Figure C: Females as a proportion of total TAFE module enrolments by discipline group in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4300)

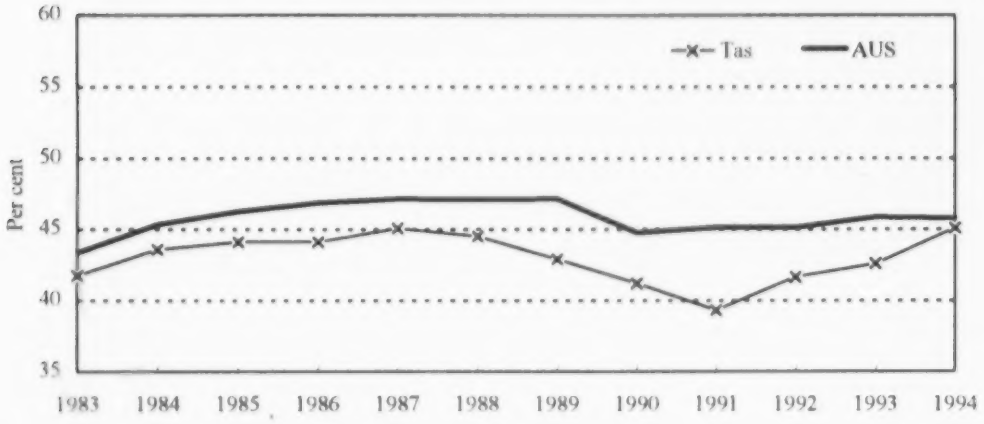
Index: Discipline Group

1 Humanities
2 Social Studies
3 Education
4 Sciences
5 Mathematics, Computing
6 Visual/Performing Arts
7 Engineering, Processing
8 Health Sciences
9 Admin, Business, Economics, Law
10 Built Environment
11 Agriculture, Renewable Resources
12 Hospitality, Tourism & Personal Services
13 Social, Educational & Employment Skills
14 All Disciplines

3.4.6 Tasmania

The proportion of students who are female in Tasmania's TAFE colleges has increased considerably from the level reported in 1991 (40 per cent) to reach 45 per cent in 1994 (see Figure A). However, the level of female representation within the State has been lower than the level experienced nationally, for the entire period.

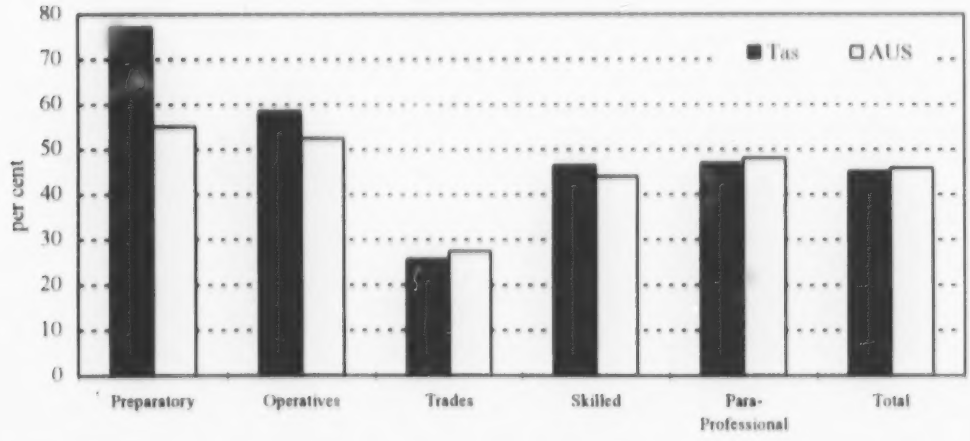
Figure A: Females as a proportion of total TAFE students



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Female students in Tasmania are well represented within *Preparatory* and *Operative* level courses but are significantly under-represented within *Trades* courses (see Figure B).

Figure B: Females as a proportion of total TAFE students by course level in 1994

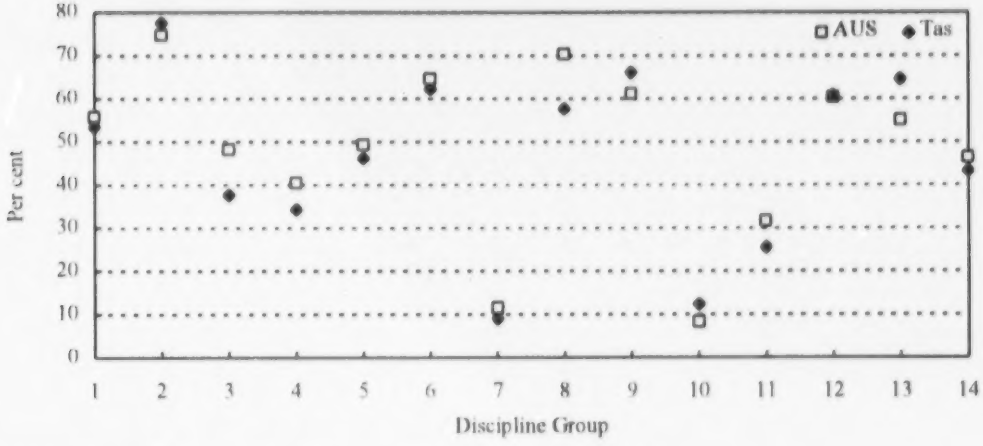


Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Student enrolments within modules can be used to determine reasons for different levels of representation between the State and the country as a whole. Compared with the national profile, women within the State are particularly well represented within the *Business administration* and *Social skills* disciplines (see Figure C). By contrast, relative

to the national profile, women are under-represented within *Education, Science, Health science* and *Agriculture* disciplines.

Figure C: Females as a proportion of total TAFE module enrolments by discipline group in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

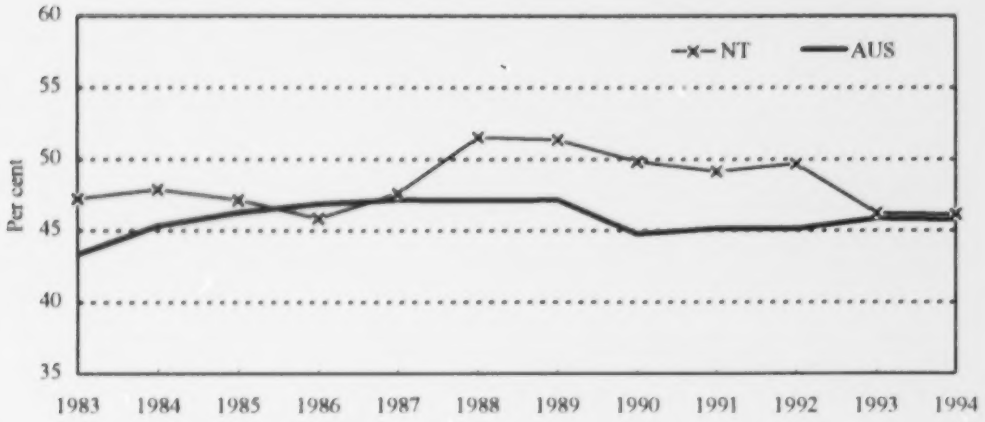
Index: Discipline Group

1 Humanities
2 Social Studies
3 Education
4 Sciences
5 Mathematics, Computing
6 Visual/Performing Arts
7 Engineering, Processing
8 Health Sciences
9 Admin, Business, Economics, Law
10 Built Environment
11 Agriculture, Renewable Resources
12 Hospitality, Tourism & Personal Services
13 Social, Educational & Employment Skills
14 All Disciplines

3.4.7 Northern Territory

The level of female representation in the Northern Territory has fluctuated significantly over the last ten years and is reported at 46 per cent in 1994 (see Figure A). This figure represents a significant decrease from the level reported in the late 1980's.

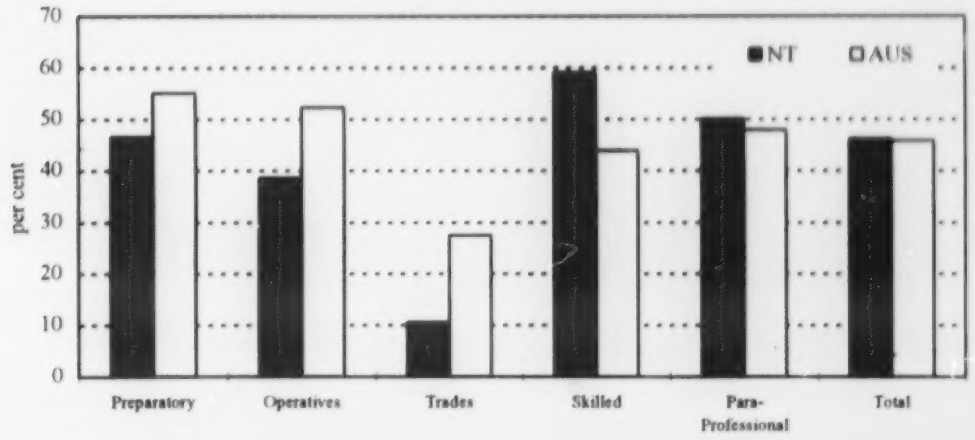
Figure A: Females as a proportion of total TAFE students



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Female students in the Northern Territory are significantly under-represented within *Trades* courses and, to a lesser extent, *Preparatory* and *Operative* level courses (see Figure B). By contrast women in the Territory are well represented within *Skilled* level courses.

Figure B: Females as a proportion of total TAFE students by course level in 1994

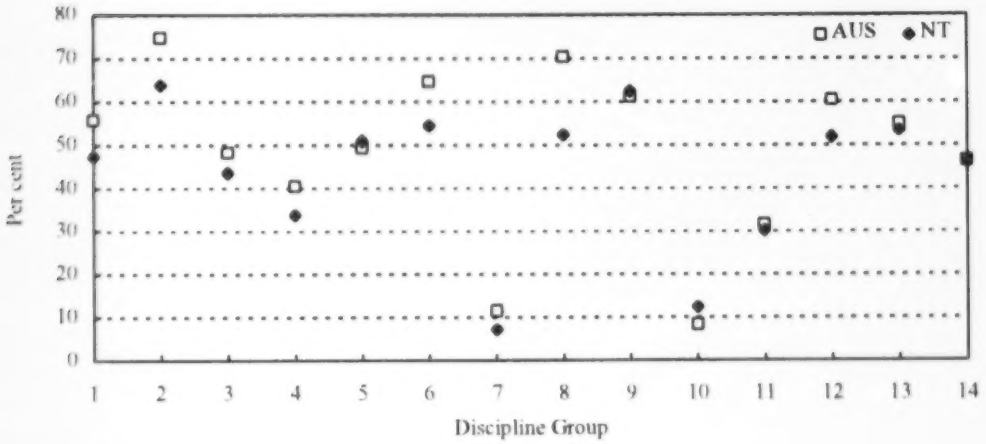


Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Student enrolments within modules can be used to determine reasons for different levels of representation between the Territory and the country as a whole. Compared with the national profile, women within the Territory are particularly well represented within the *Business administration* and *Mathematics/computing* disciplines (see Figure C). It is

significant to note that relative to the national profile, women within the State have lower levels of representation within ten of the thirteen discipline groups.

Figure C: Females as a proportion of total TAFE module enrolments by discipline group in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

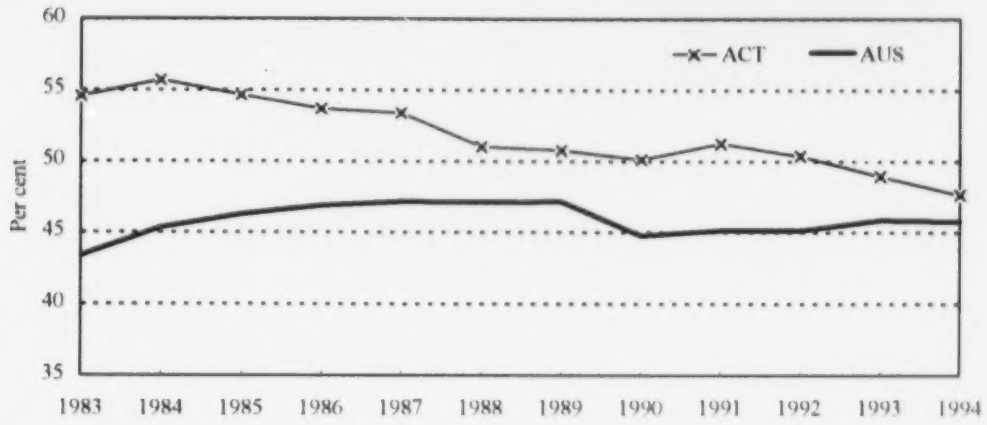
Index: Discipline Group

1 Humanities
2 Social Studies
3 Education
4 Sciences
5 Mathematics, Computing
6 Visual/Performing Arts
7 Engineering, Processing
8 Health Sciences
9 Admin, Business, Economics, Law
10 Built Environment
11 Agriculture, Renewable Resources
12 Hospitality, Tourism & Personal Services
13 Social, Educational & Employment Skills
14 All Disciplines

3.4.8 Australian Capital Territory

The level of female representation in the Australian Capital Territory has declined significantly over the last ten years to 48 per cent in 1994 (see Figure A).

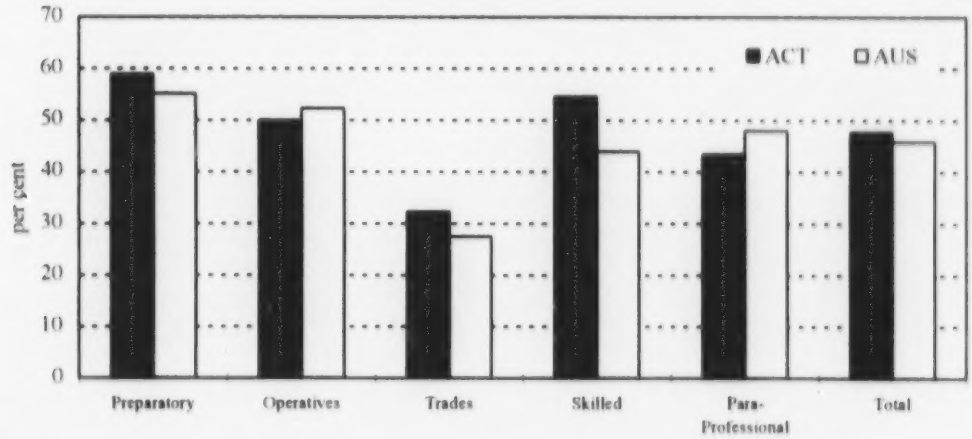
Figure A: Females as a proportion of total TAFE students



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Female students in the Australian Capital Territory are well represented within *Preparatory* and *Skilled* level courses but are under-represented within *Trades* and *Para-professional* courses (see Figure B).

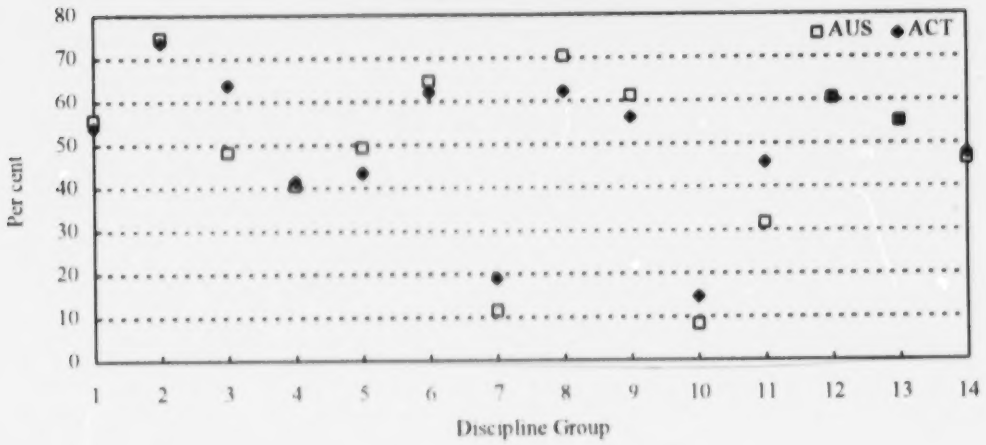
Figure B: Females as a proportion of total TAFE students by course level in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Student enrolments within modules can be used to determine reasons for different levels of representation between the Territory and the country as a whole. Compared with the national profile, women within the Territory are particularly well represented within the *Education* and *Agriculture* disciplines (see Figure C). By contrast, relative to the national profile, women are particularly under-represented within the *Mathematics/computing*, *Health science* and *Business admin* disciplines.

Figure C: Females as a proportion of total TAFE module enrolments by discipline group in 1994



Source: NCVER *Selected VET Statistics 1994* (streams 2100-4500)

Index: Discipline Group

1 Humanities
2 Social Studies
3 Education
4 Sciences
5 Mathematics, Computing
6 Visual/Performing Arts
7 Engineering, Processing
8 Health Sciences
9 Admin, Business, Economics, Law
10 Built Environment
11 Agriculture, Renewable Resources
12 Hospitality, Tourism & Personal Services
13 Social, Educational & Employment Skills
14 All Disciplines

4. People from a Non-English Speaking Background

4.1 Background

The Australian National Training Authority has been involved with the Non-English Speaking Background (NESB) Ministerial Consultative Group on Vocational Education and Training, as a source of advice on the training priorities of people from a non-English Speaking Background.

The Authority has also produced a background paper identifying key training issues for NESB people. The main areas of concern outlined in this background paper are:

- English language and literacy training;
- access to relevant and appropriate training;
- the provision of relevant and accessible information on vocational education and training;
- the recognition of overseas qualifications, competencies and cultural and linguistic skills of NESB people; and
- mono-cultural attitudes and employer discrimination

4.2 Context

4.2.1 Definitions

The definition adopted by the Authority for identifying students from non-English speaking backgrounds is people born in a country which is not a main English speaking country (ie. Australia, the United Kingdom, Ireland, Canada, South Africa, USA and New Zealand). However, it is acknowledged that other ways of identifying this group may also be useful when discussing the participation of NESB people within vocational education and training. Hence, this report also provides limited information on NESB people based on language proficiency and language spoken at home.

4.2.2 Population and Labour Force Analysis

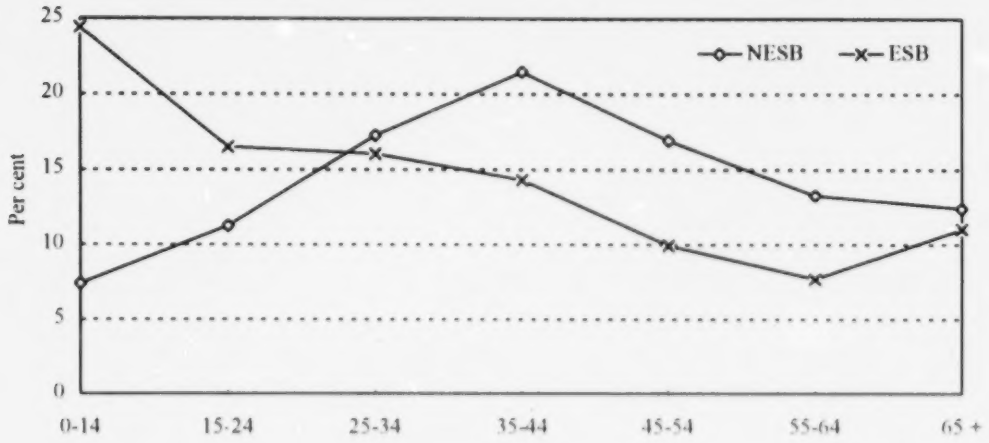
The latest data on the proportion of people who were born in a non-English speaking country is available from the ABS Census of Population and Housing. This data indicates that in 1991, 13 per cent of the population were born in a non-English speaking country (first generation NESB). In addition, 9 per cent of the population were born in Australia but had one or both parents born in a non-English speaking country (second generation NESB). Hence, the actual proportion of the population in 1991 who were from a NESB was 22 per cent.

In January 1996, 16 per cent of people over fifteen years old were born in a non-English speaking country and this group comprised 14 per cent of the labour force.

The non-English speaking background population is markedly older than the Australian population as a whole. In 1991, over 60 per cent of the NESB population were over the age of 35 years, which compares with 43 per cent of the English speaking population (see Figure 4.1).

This age profile will have an effect upon the type of training required by NESB clients. For example, in coming years there is likely to be a greater demand by the NESB population for upskilling and retraining courses to suit the older age group rather than entry level training courses.

Figure 4.1: Age Distribution of the Population in 1991 (per cent)



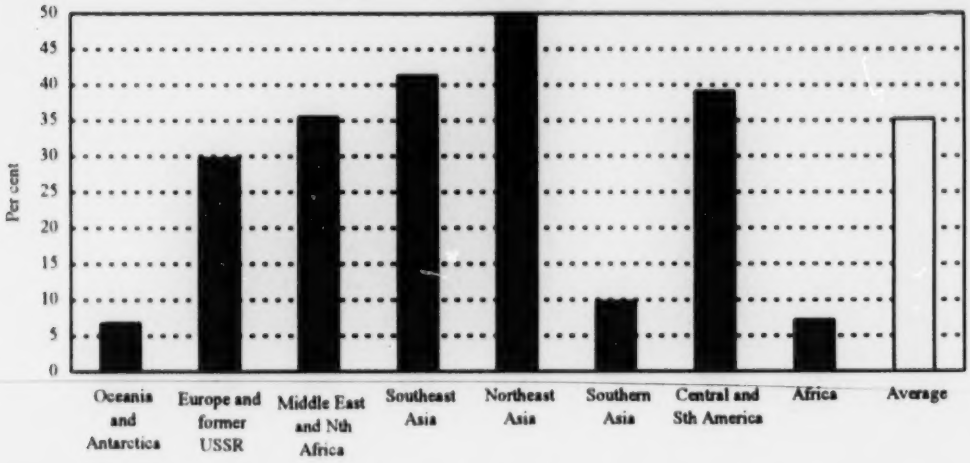
Source: ABS *1991 Census of Population and Housing Expanded Community Profile* (ABS Cat No. 2722.0)

Note: Data based on country of birth.

This age profile is due to the large numbers of European people (particularly from Italy, Greece and the Netherlands) who arrived in Australia as young adults in the 1950s and 1960s now entering the ranks of the aged.

Of those migrants from non-English speaking countries aged over 18 years who arrived in Australia after 1970, 84 per cent speak a language other than English at home. Of these people, over 35 per cent either do not speak English at all or do not speak English well. Migrants from Northeast and Southeast Asia are the least likely groups to be fluent in English (see Figure 4.2).

Figure 4.2: Migrants (by birthplace) who speak a language other than English at home and speak English poorly, 1993 (per cent)

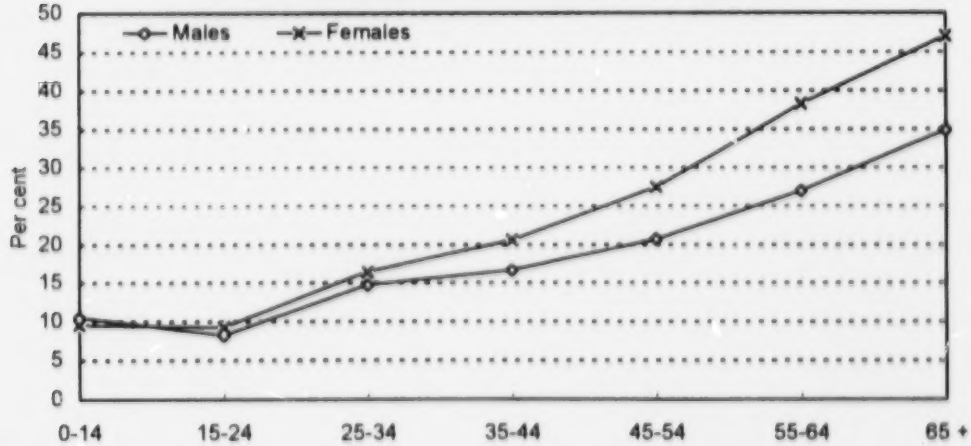


Source: ABS *Labour Force Status and Other Characteristics of Migrants Australia 1993* (ABS Cat No. 6250.0)

Note: This chart indicates the proportion of people who identified that they either did not speak English well or did not speak English at all.

The proficiency in English of persons who speak a language other than English at home is significantly higher for young people than for older people (see Figure 4.3). For example, about 10 per cent of women under 25 years have a poor grasp of English but this increases with age to over 45 per cent for people over 65 years. Moreover, the language proficiency of women who speak a language other than English at home is significantly lower than for their male counterparts, especially for older Australians.

Figure 4.3: Proportion of People who Speak a Language Other than English at Home and Speak English Poorly, 1991 (per cent)



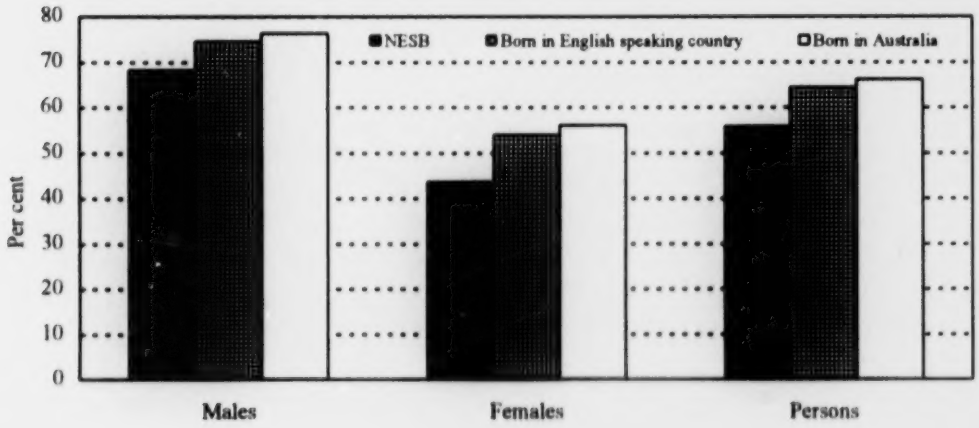
Source: ABS *1991 Census of Population and Housing Expanded Community Profile* (ABS Cat No. 2722.0)

Note: This chart indicates the proportion of people who identified that they either did not speak English well or did not speak English at all.

The large number of older NESB people who appear to be less fluent in English seems to impact upon their job prospects. For example, of all the unemployed persons (NESB and ESB) looking for work in November 1995, 7 per cent in the 45 to 54 age group reported language difficulties as their main difficulty in finding work compared with only 3 per cent in the 20 to 25 age group.

People born in non-English speaking countries have a significantly lower employment participation rates than people born in Australia or in other English speaking countries (see Figure 4.4). The participation rate of people born in Australia (66 per cent) is ten percentage points higher than the rate for NESB people (56 per cent). The participation rate of 44 per cent for female NESB people is particularly low compared with a participation rate of 56 per cent for females born in Australia.

Figure 4.4: Labour Force Participation Rates in January 1996 (per cent)



Source: ABS *Labour Force Australia January 1996* (ABS Cat No. 6203.0)

Note: Data based on country of birth.

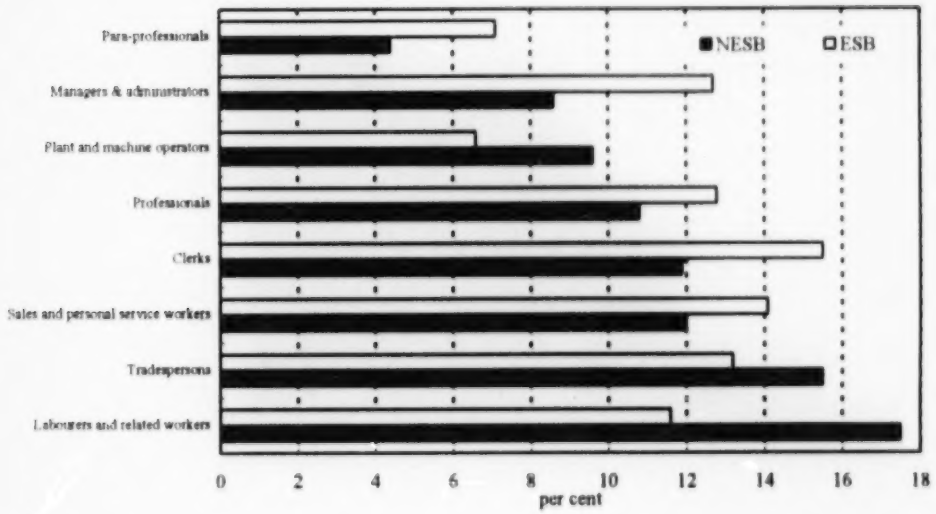
NESB people also have higher unemployment rates than people born in English speaking countries and fluency in English has a marked impact on how long a person remains unemployed. In January 1996, the unemployment rate for people born in a non-English speaking country was 12.1 per cent compared with 8.9 per cent for people born in Australia. For unemployed females, the longest average duration of unemployment (92 weeks) was experienced by people who reported that their main difficulty in finding work was language difficulties. Unemployed males who had language difficulties were unemployed for an average of 81 weeks.

Since some occupations are generally more highly regarded by the community than others, occupation can be an important indicator of the perceived relative status of NESB people in the community.

Relative to ESB people, people from a NESB are concentrated in the occupations of *Labourers and related workers, Tradespersons and Plant and machine operators* (see Figure 4.5). By contrast, NESB people are significantly less likely to be employed as *Managers and administrators, Professionals, Para-professionals* and *Clerks*.

This analysis indicates that NESB are more likely to be employed within the lower skilled and lower status occupations than their ESB counterparts.

Figure 4.5: Occupation of Employed Persons in 1991 (per cent)



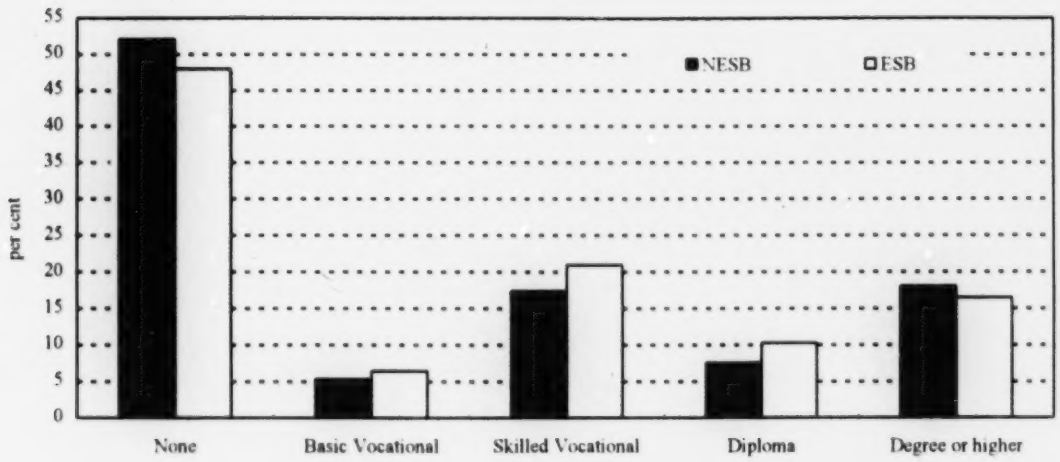
Source: ABS *1991 Census of Population and Housing Expanded Community Profile* (ABS Cat No. 2722.0)

Note: This chart is based on NESB people who speak a language other than English at home..

4.2.3 Educational Attainment of the Population

NESB people have lower levels of post-school qualifications than other Australians. However, a marginally higher proportion of NESB people have *Degree* level qualifications whereas significantly more ESB people have *Vocational* qualifications (see Figure 4.6). This is not to say that the education levels of migrants from all non-English speaking countries follow this pattern. The level of attainment is likely to be depend significantly upon birthplace although information at this level of detail is not available at this stage.

Figure 4.6: Highest level of post school qualifications for persons aged 15 years and over in 1991 (per cent)



Source: ABS *1991 Census of Population and Housing Expanded Community Profile* (ABS Cat No. 2722.0)

Note: Definition used is based on level of proficiency in English.

Nevertheless, having a post-school qualification does not necessarily benefit migrants living in Australia. In 1993, 40 per cent of migrants with post-school qualifications did not have their qualification recognised in Australia. Most of these people would be from non-English speaking backgrounds (given that qualifications from the United Kingdom and New Zealand are almost always recognised in Australia).

4.2.4 Training within the Vocational Education and Training Sector

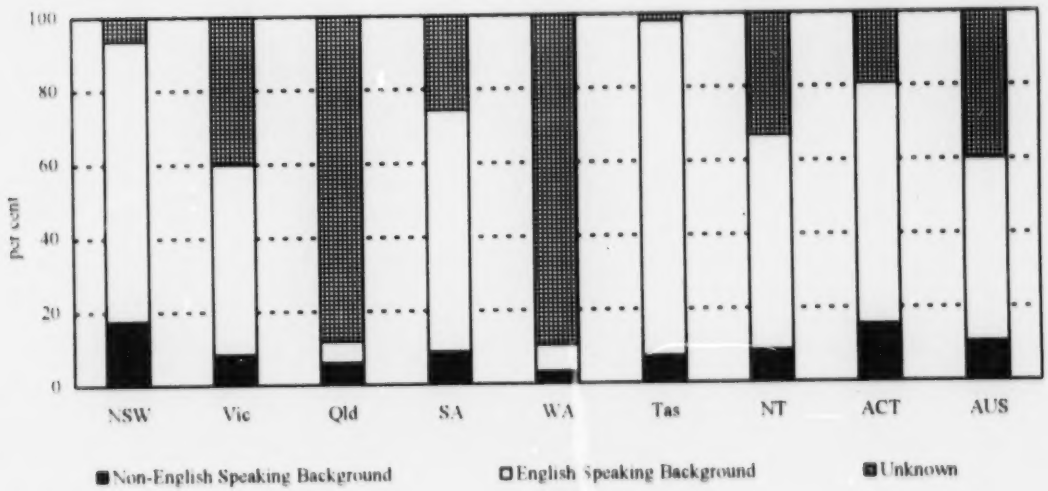
The analysis below is based on data collected from States and Territories by the National Centre for Vocational Education Research. The scope of the collection encompasses TAFE institutions in all States and Territories as well as selected Adult and Community Eduction providers.

A total of 114,173 NESB people undertook a vocational course in 1994. However, due to incomplete data records, the demographic characteristics of all students is not known. Indeed, 40 per cent of the students in 1994 did not identify which country they were born in. Hence, the actual number of NESB students is likely to be greater than the 114,173 reported.

Of those students who stated their country of birth in 1994, 17.7 per cent were born in a non-English speaking country. This indicates that NESB people are well represented within TAFE since only 13.3 per cent of the population are from a non-English speaking country. This high apparent representation of NESB people in TAFE is somewhat skewed by the low numbers of young people who were born in a non-English speaking country. Indeed, in 1995, 16.0 per cent of the working aged population (15 and over) were born in a non-English speaking country.

According to available statistics, New South Wales has the highest proportion of TAFE students identified as being from a non-English speaking country, closely followed by the ACT (see Figure 4.7). However, the number of unknown responses, particularly in Queensland and Western Australia, makes it difficult to make reliable judgements about student numbers in all States and Territories. There appears to be scope for substantial improvement in the quality of data relating to NESB students by reducing the incidence of these unknown responses.

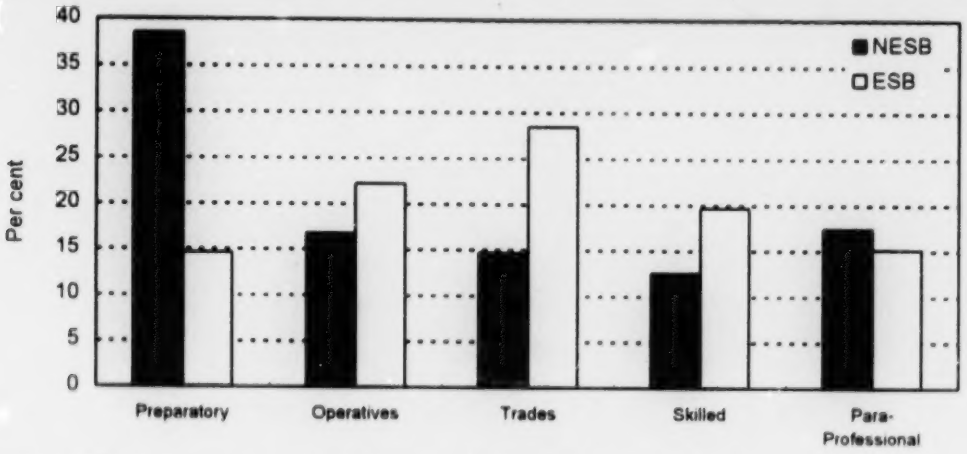
Figure 4.7: TAFE students identifying as being from a non-English speaking background by State/Territory in 1994 (per cent)



Source NCVER *Selected Vocational Education and Training Statistics 1994*

An analysis of this data across course levels indicates that NESB people are substantially over represented in the lower skill level preparatory courses and under represented in *Operatives*, *Trades* and *Skilled* levels of course study (see Figure 4.8). The large proportion of NESB students undertaking *Preparatory* courses may reflect the demand among this group for English language and literacy courses. The level of representation of NESB people in *Trades* courses is almost half that of their ESB counterparts.

Figure 4.8: Distribution of Enrolments by Course Level in 1994 (per cent)



Source: NCVER *Selected Vocational Education and Training Statistics 1994*

A more in-depth knowledge of participation and attainment can be obtained by analysing activity within modules. Overall, NESB people have a pass rate about 2 per cent lower than for other Australians (see Table 4.1). Indeed, outcomes for NESB people are poorer than for other Australians in six out of the eight States and Territories. However, caution should be taken in the interpretation of these results, particularly for Queensland and Western Australia, since some results may not be representative due the high levels of non-response of NESB status.

Table 4.1: Module Enrolment Outcome by NESB Status in each State/Territory (per cent)

	NESB (per cent)			*ESB (per cent)*			
State/Territory	*Successful*	*Unsuccessful*	*Result pending / Withdrew*	*Successful*	*Unsuccessful*	*Result pending / Withdrew*	***Variation***
NSW	66.2	7.3	26.5	69.8	6.2	24.0	-1.6
Vic	58.7	17.1	24.2	62.1	11.3	26.6	-3.1
Qld	76.4	13.5	10.1	79.6	11.0	9.3	-1.9
SA	82.1	8.8	9.1	80.4	8.5	11.1	0.5
WA	82.4	0.4	17.2	56.6	2.0	41.5	9.1
Tas	65.3	20.5	14.3	75.1	19.1	5.8	-3.7
NT	54.0	9.4	36.7	52.2	7.0	40.8	-0.2
ACT	73.3	19.0	7.7	77.3	14.1	8.6	-3.0
AUS	66.4	11.1	22.5	68.5	8.7	22.8	-1.5

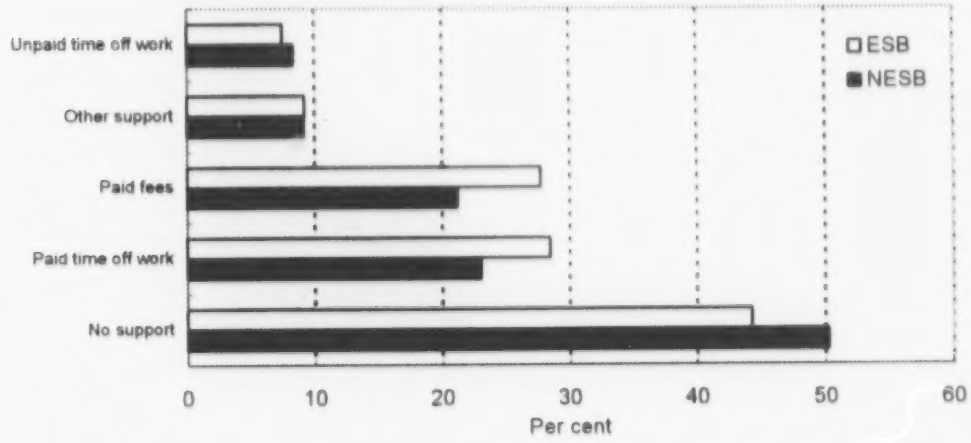
Source: NCVER *Selected Vocational Education and Training Statistics 1994*

Note: **Variation column** represents the percentage difference in outcomes between NESB people and ESB people. A negative figure indicates that ESB students have a better outcome than NESB students within that particular State/Territory. To derive these figures a weighting has been applied (successful * 2, unsuccessful * 0, result pending / withdrew * 1).

4.2.5 Employer Support for Training

NESB students generally receive less support from their employers for their institutional based training. Of 1994 TAFE graduates, over 50 per cent of NESB students who were employed while completing the last year of their course did not receive any support from their employers. This compares with 43 per cent of ESB students. Also, fewer NESB people had their fees paid by their employers or received paid time off work to undertake their studies. However, marginally more NESB people received the less significant investment of unpaid time off work (see Figure 4.9).

Figure 4.9: Employer Support for TAFE Graduates Employed During Final Semester of Course Completed in 1994 (per cent)



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

Note: These figures for non-English speaking background are based on persons who speaks a language other than English at home or their parents first language is a language other than English.

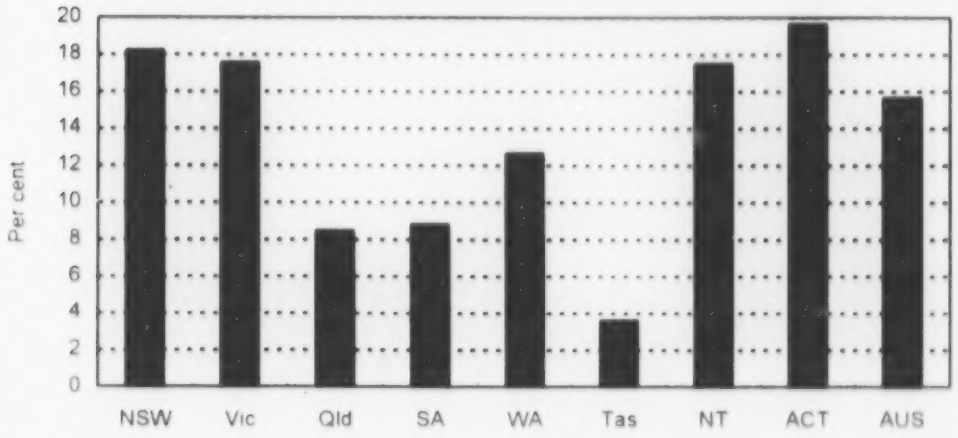
Employers are also less likely to allow NESB employees to attend internal training courses. In 1993, only 21 per cent of NESB workers attended internal training courses, compared with 32.5 per cent of Australian born employees.

4.2.6 Outcomes from Vocational Education and Training

A survey was conducted by the Australian Bureau of Statistics in May 1995 to determine the outcomes of TAFE graduates. Survey forms were sent to all graduates who had completed a certificate or higher level course from a TAFE institution in 1994 and there was a 61 per cent response rate to the survey.

People born in a non-English speaking country represented 16 per cent of the graduates that responded to the survey (see Figure 4.10). This appears to compare favourably with the population share of 13 per cent. The survey also provided information on the proportion of graduates who either spoke a language other than English at home or whose parents speak a language other than English as their first language. Using this broader definition, 27 per cent of the graduate sample were from a non-English speaking background.

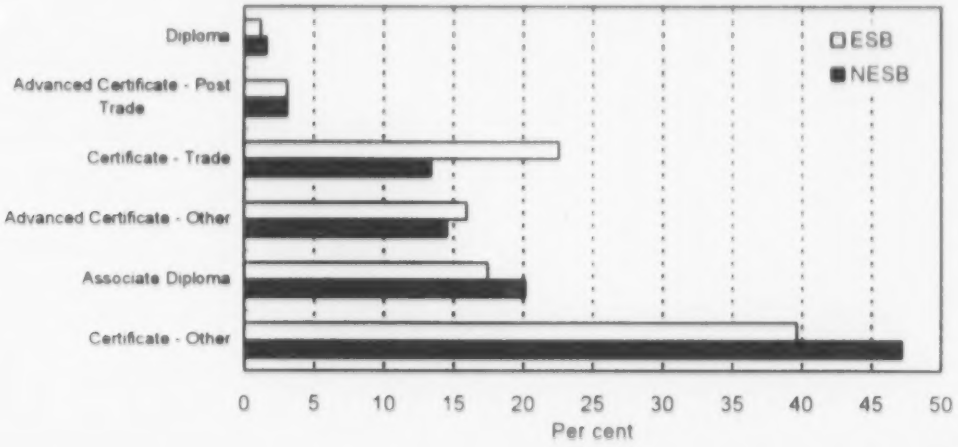
Figure 4.10: Proportion of People Born in a Non-English Speaking Country by State/Territory (per cent)



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

People born in non-English speaking countries were generally well represented within *Certificate-other* and *Associate diploma* courses than their English speaking counterparts (see Figure 4.11). By contrast, NESB people were poorly represented within *Certificate-trade* courses comprising 13 per cent of graduates in this area compared with 23 per cent for ESB persons.

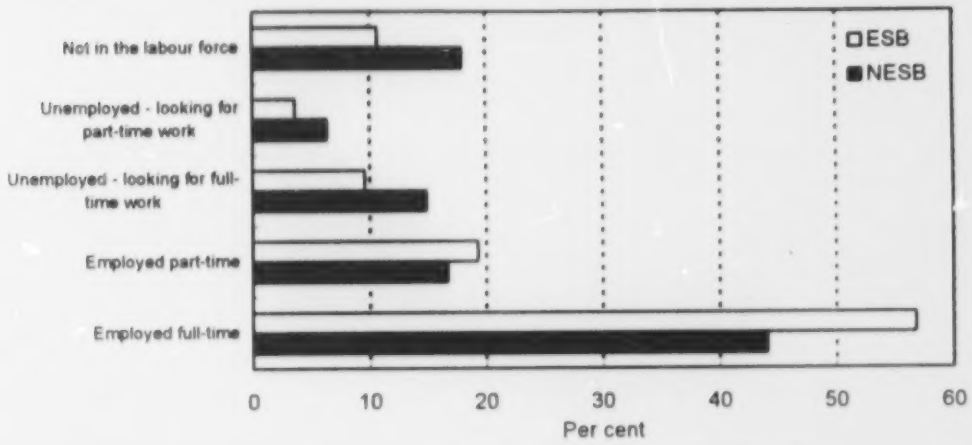
Figure 4.11: Qualifications Completed by TAFE Graduates (per cent)



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

The labour force status of people born in a non-English speaking country is currently not available. However, there is information relating to people who speak a language other than English at home or whose parents first language is a language other than English. This data indicate that NESB graduates have significantly poorer labour market outcomes than ESB persons. Indeed, in May 1995, 21 per cent of NESB graduates were unemployed compared with 13 per cent for ESB graduates (see Figure 4.12). Moreover, 18 per cent of NESB graduates were not in the labour force in May 1995 compared with 11 per cent for ESB graduates.

Figure 4.12: Labour Force Status of 1994 Graduates in May 1995 (per cent)



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

Note: These figures for non-English speaking background are based on persons who speaks a language other than English at home or their parents first language is a language other than English.

4.3. Conclusion

The non-English speaking background population is a broad group with wide differences in participation and attainment levels between different cultures within the group. For this reason, when measured as a group, the very poor outcomes for some members of the population can be hidden by the statistics. Nevertheless, the aggregate figures still indicate that this group is significantly disadvantaged in some areas.

In general, people from non-English speaking backgrounds are less likely to participate in middle and higher level vocational courses, receive less support for training from their employers, take longer to obtain a job after graduation, and are more likely to work in low status, low skilled occupations.

To improve opportunities for these people, governments need to look at ways to better determine which members of the NESB population are most disadvantaged in the community and target strategies to improve how the vocational education and training system can meet the special needs of these clients.

5. People with a Disability

5.1 Background

ANTA is actively involved in improving the vocational education and training outcomes of people with a disability. Late in 1995, it set up a Disability Forum as the result of recommendations from a training priorities seminar held in October that year.

The Forum now meets two to three times each year and aims to provide expert advice to ANTA on the training needs of people with a disability.

5.2 Context

5.2.1 Population and Labour Force Analysis

There is currently only limited information available relating to people with disabilities. The information below has been disseminated from the survey of Disability, Ageing and Carers which was conducted by the ABS between February and April 1993. This survey used the following definitions:

- ***disability*** *was defined as the presence of one or more limitations, restrictions or impairments which had lasted, or were likely to last, for a period of 6 months or more.*

- ***handicap*** *was defined as a limitation to perform certain tasks associated with daily living.*

Through the survey, it is estimated that in 1993, 18 per cent of the Australian population had a disability. In addition, 78.7 per cent of those with a disability (or 14.2 per cent of the population) were classified as having a handicap.

Disability and handicap were found to increase by age, particularly for those persons aged 45 years and over. Indeed, for persons aged 15 to 24 (the entry-level age for VET courses), the proportion of the population with a disability and handicap was considerably lower than the overall rate at 9.9 per cent and 6.5 per cent respectively. It is these figures which are probably more pertinent to discussions concerning the entry-level vocational education and training needs of people with a disability.

People with a handicap have significantly lower levels of participation in the labour market and a significantly higher rate of unemployment (see Table 5.1). However, people with a disability but without a handicap do not appear to be disadvantaged in the labour market.

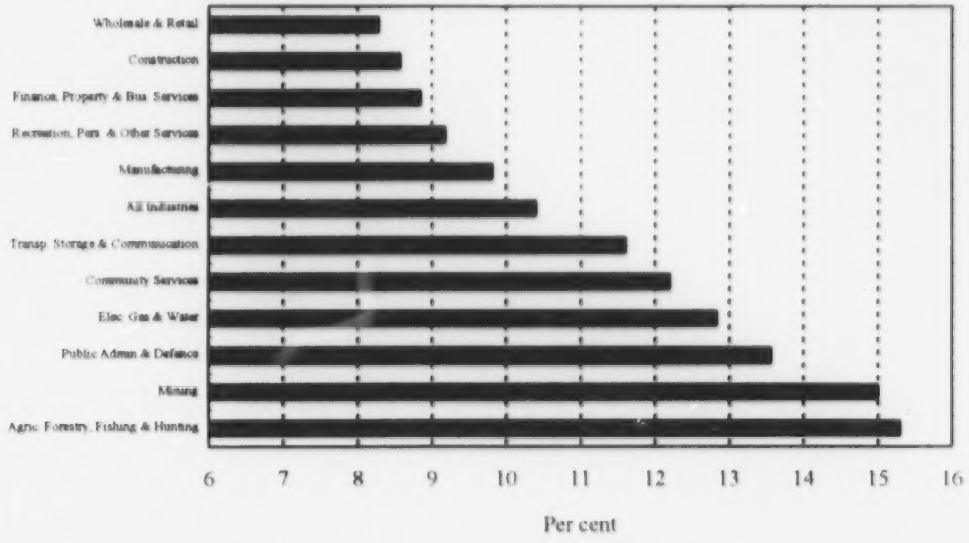
Table 5.1: Unemployment and Participation Rates for Persons Aged 15 to 64 Australia, 1993

Handicap and Disability Status	*Unemployment Rate (%)*	*Participation Rate (%)*
Handicap	21.0	46.5
Disability without Handicap	12.6	77.9
No Disability	12.0	76.9
All Persons	12.7	73.6

Source: *Disability, Ageing and Carers Australia, 1993 - Summary of Findings* (ABS Cat. No. 4430.0)

The proportion of employed persons who have a disability varies considerably between industries (see Figure 5.1). In 1993, the *Wholesale and retail* industry had the lowest proportion of workers with a disability, whereas, the *Mining* and *Agriculture, forestry and fishing* industries recorded the highest proportion of persons with a disability.

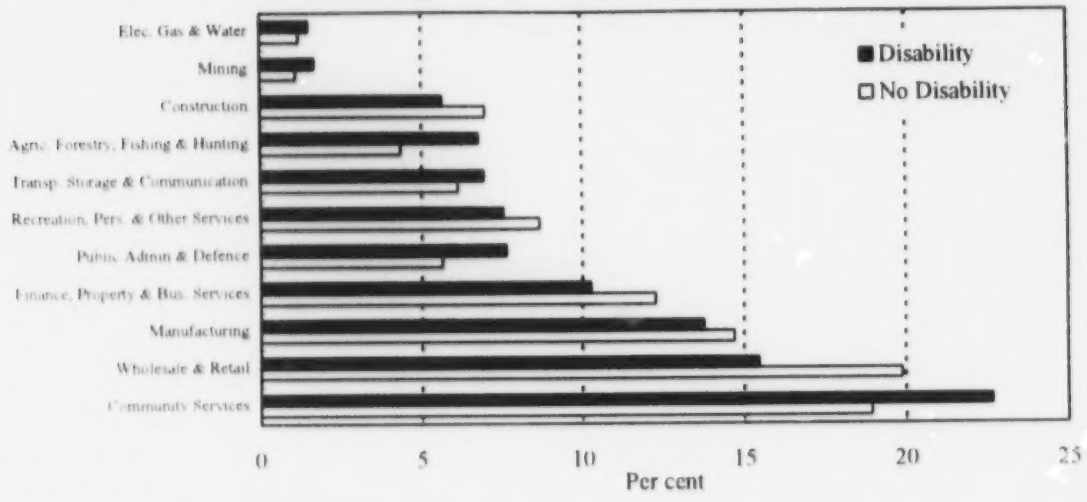
Figure 5.1: Persons with a Disability within each Industry (per cent) (Persons Aged 15 to 64, Australia, 1993)



Source: Unpublished data from the ABS Survey of *Disability, Ageing and Carers Australia, 1993*

People with a disability are predominantly employed within the industries of *Community services*, *Wholesale and retail* and *Manufacturing* (see Figure 5.2). Relative to employed people without a disability, people with a disability are significantly more likely to be employed within the *Agriculture, forestry and fishing*, *Mining* and *Public administration and defence* industries. By contrast, *Wholesale & retail*, *Construction* and *Finance, property & business services* reported a significantly lower level of employment of people with a disability than the overall industry share of employment.

Figure 5.2: Industry of Employment for Persons with a Disability (per cent)
(Persons Aged 15 to 64, Australia, 1993)

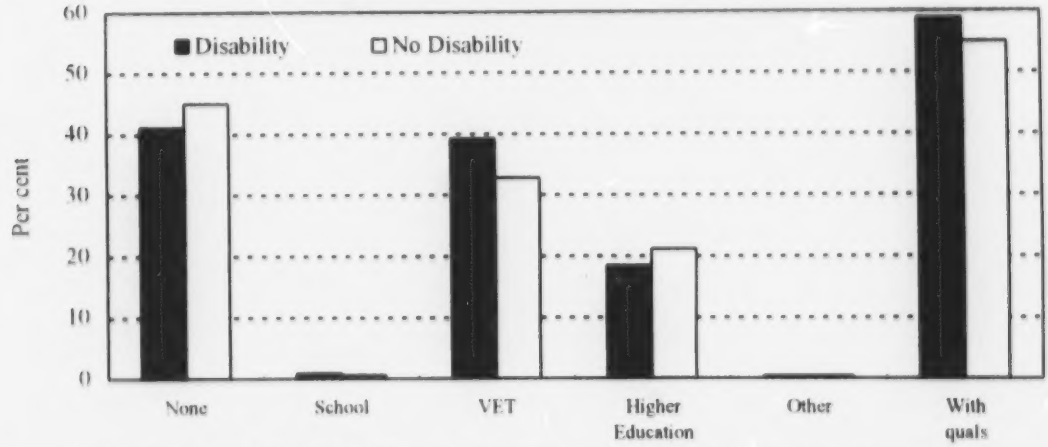


Source: Unpublished data from the ABS Survey of *Disability, Ageing and Carers Australia, 1993*

5.2.2 Educational Attainment of the Population

The level of educational attainment of employed people with a disability is higher than for employed people without a disability (see Figure 5.3). The proportion of employed persons with VET qualifications is actually higher for persons with a disability than for the rest of the population in the 15 to 64 age group. However, people with a disability who were employed in early 1993 have a lower level of attainment in higher education[5].

Figure 5.3: Highest Qualification Since Leaving School for Employed Persons
Aged 15 to 64, Australia, 1993



Source: Unpublished data from the ABS Survey of *Disability, Ageing and Carers Australia, 1993*

Note: Caution should be taken in the interpretation of this chart as Teaching and Nursing undergraduate diploma qualifications have not been re-classified to Higher Education

[5] Caution should be taken in the interpretation of this graph as it only relates to the educational attainment of employed persons. Information relating to the educational attainment of the whole population by disability status is currently not available.

5.2.3 Training within the Vocational Education and Training Sector

The analysis below is based on data collected from States and Territories by the National Centre for Vocational Education Research. The scope of the collection encompasses TAFE institutions in all States and Territories as well as selected Adult and Community Education providers. Within Australia, 35,746 people with a disability identified that they were undertaking a TAFE course in 1994. This represents 4.3 per cent of all students who identified whether they had a disability.

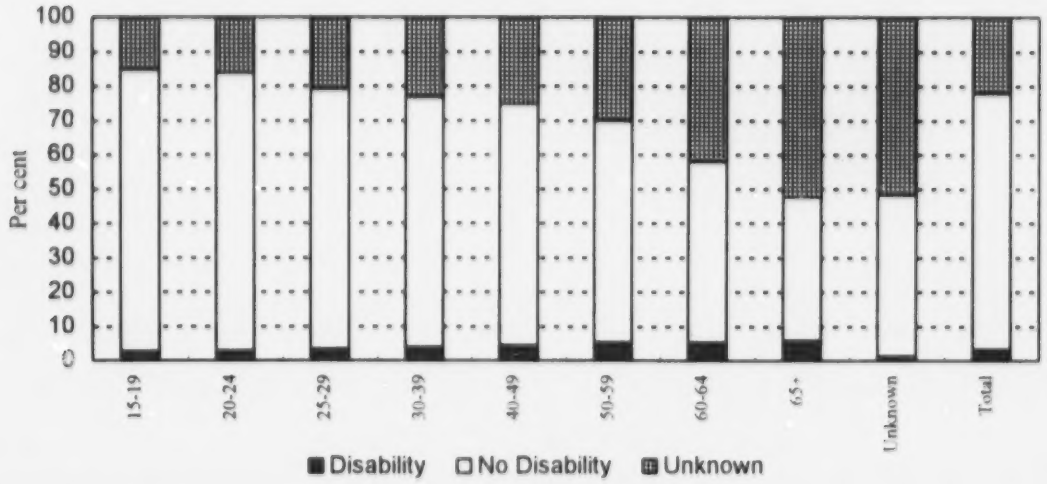
This is the first time that information relating to the participation of people with a disability in TAFE has been collected, following the implementation of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

Over 22 per cent (237,322) of the total number of students (1,075,254) did not identify whether they had a disability. Hence, the actual number of clients with a disability is likely to be greater than the 35,746 reported.

The proportion of students in TAFE who identify as having a disability is significantly lower than the proportion of people in the population. However, data from the two sources are not comparable because the population data (ABS) was obtained through personal interview whereas the TAFE data was obtained through the respondent completing an enrolment form. These two techniques are notorious for producing different responses from interviewees.

Figure 5.4 below demonstrates that the proportion of people with a disability increases with age, from 2.8 per cent of the TAFE clients in the fifteen to nineteen age group to 5.9 per cent of the clients over sixty-five years of age. This increase in the incidence of disability by age is consistent with the population as a whole. The proportion of clients with undefined disability status also increases with age. This may be due to older clients generally undertaking shorter courses where the data collection is less complete.

Figure 5.4: VET Clients by Disability Status and Age (per cent)



Source: ACVETS *Selected VET Statistics 1994* (streams 2100-4500, unpublished)

Nationally, over 22 per cent of the TAFE client population did not report their disability status. This occurred either because the client was not asked the question or the question was asked but no response was received from the client. The extent of non-response varied considerably between jurisdictions, from 2 per cent in Queensland to 92 per cent in Western Australia (see Figure 5.5). The quality of the data relating to students with a disability can be significantly improved by reducing the extent of these unknown responses.

Figure 5.5: VET Clients by Disability Status and Age (per cent)

Source: ACVETS *Selected VET Statistics 1994* (streams 2100-4500, unpublished)

Table 5.2 below provides information on the proportion of clients with a disability in each State and Territory. After adjustments have been made for non-respondents, New South Wales and the Australian Capital Territory report the highest proportion of students with a disability. Due to the high level of non-respondents in Western Australia, Victoria and Northern Territory, the figures outlined below for these jurisdictions should be treated with caution.

Table 5.2: TAFE Clients with a Disability in each State/Territory (per cent)

	NSW	*Vic*	*Qld*	*SA*	*WA*	*Tas*	*NT*	*ACT*	*AUS*
All students[4]	5.6	2.3	2.5	3.2	0.1	4.0	1.6	3.7	3.3
Students reporting disability status	6.0	3.3	2.6	4.2	1.2	4.2	2.5	4.6	4.3

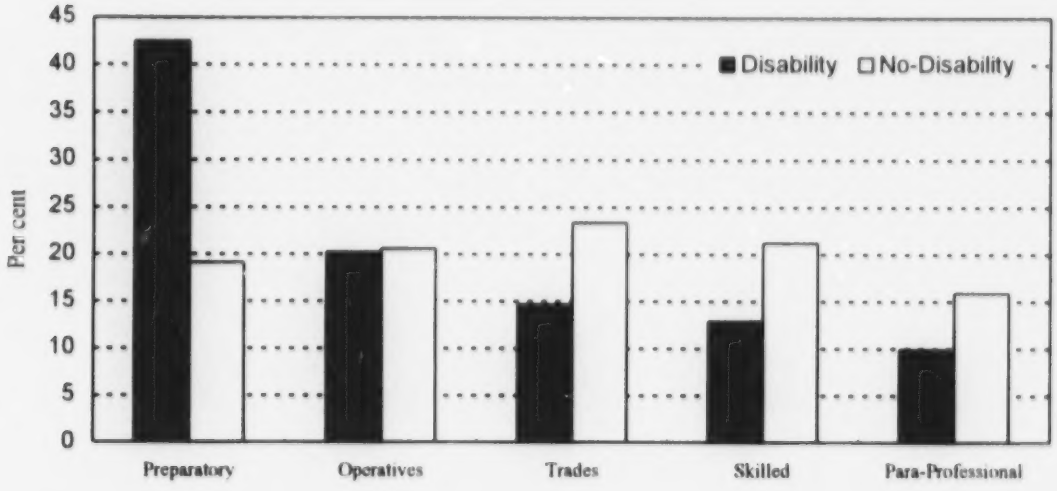
Source: ACVETS *Selected VET Statistics 1994* (streams 2100-4500, unpublished)

[4] This figure is calculated using the number of people who identify as having a disability and comparing this with the student population as a whole. This figure is likely to be an under-estimate of the actual proportion of students with a disability since it does not take into account the large number of students who do not identify whether they have a disability.

Of those clients that reported having a disability, nearly one-third did not specify the particular disability. The types of specific disabilities were reported as follows (in descending order of frequency): physical, visual, other, intellectual, hearing, chronic illness. The vast majority of students reported one disability only, with only four per cent of clients reporting two or more disability types.

Education and training for people with a disability is significantly skewed towards the lower skill levels (see Figure 5.6). In 1994, 42 per cent of people with a disability were enrolled within preparatory level courses compared with 19 per cent for students with no disability. By contrast, only 37 per cent of people with a disability were enrolled within trades level courses and above compared with over 60 per cent of students without a disability.

Figure 5.6: Distribution of TAFE Training by Course Level



Source: ACVETS *Selected VET Statistics 1994* (streams 2100-4500, unpublished)

A more in-depth knowledge of participation and attainment can be obtained by analysing activity within modules. Overall, people with a disability have a pass rate about 2 per cent lower than for other Australians (see Table 5.3). Indeed, outcomes for people with a disability are poorer than for other Australians in every State/Territory. However, caution should be taken in the interpretation of these results since there is a high percentage of results pending relating to people with a disability. The predominant reason for this is that over twice as many people with a disability were not assessed because they had not completed their studies. This implies that people with a disability take longer to complete modules than people without a disability.

Table 5.3: Module Enrolment Outcome by Disability Status in each State/Territory (per cent)

State/Territory	Disability (per cent)			No-Disability (per cent)			Variation
	Successful	Unsuccessful	Result pending / Withdrew	Successful	Unsuccessful	Result pending / Withdrew	
NSW	60.3	6.1	33.6	69.7	6.4	23.9	-3.1
Vic	60.5	11.2	28.3	61.9	12.0	26.2	-0.2
Qld	77.1	13.6	9.3	79.7	12.6	7.7	-1.2
SA	75.1	9.0	15.9	78.5	9.8	11.6	-0.9
WA	11.1	0.8	88.0	46.1	1.6	52.3	-11.4
Tas	66.1	24.2	9.7	75.5	19.0	5.5	-4.9
NT	46.8	9.2	44.0	54.0	7.2	38.8	-3.1
ACT	72.7	18.4	8.8	76.7	14.8	8.5	-2.5
AUS	64.2	9.3	26.4	70.2	9.9	19.9	-1.8

Source: NCVER, *Selected VET Statistics 1994*

Note: **Variation column** represents the percentage difference in outcomes between people with and without a disability. A negative figure indicates that students with no disability have a better outcome than students with a disability within that particular State/Territory. To derive these figures a weighting has been applied (successful * 2, unsuccessful * 0, result pending / withdrew * 1).

5.2.4 Outcomes from Vocational Education and Training

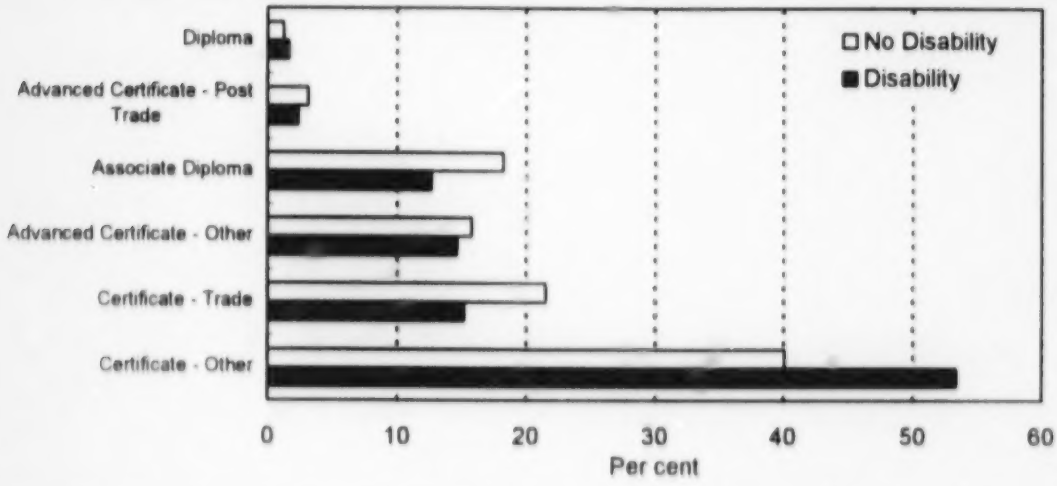
A survey was conducted by the Australian Bureau of Statistics in May 1995 to determine the outcomes for TAFE graduates. Survey forms were sent to all graduates who had completed a certificate or higher level course from a TAFE institution in 1994 and there was a 61 per cent response rate to the survey.

Based on the responses to the survey, people with a disability represented 5.8 per cent of all TAFE graduates in 1994. Although this figure is higher than the proportion of students within TAFE it is not possible to deduce that students with a disability have higher graduation rates than students with no disability.

Of those respondents reported as having a disability, the greatest number identified themselves as having a physical disability. Other disabilities reported, in descending order of occurrence, were hearing, other, chronic illness and visual.

The qualifications acquired by graduates who reported having a disability were significantly skewed towards the lower skill levels (see Figure 5.7). More than half of all people with a disability reported that they had acquired a Certificate (other) level qualification compared with 40 per cent for the rest of the student population. Graduates with a disability were most under-represented within the Certificate (trade) and Associate diploma qualification levels.

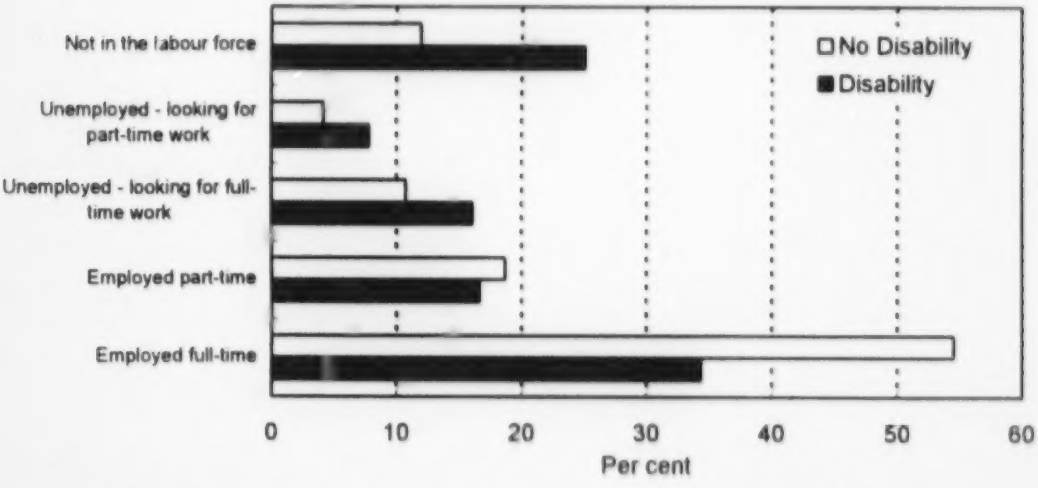
Figure 5.7: Qualifications Completed by TAFE Graduates



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

TAFE graduates with a disability have significantly poorer labour market outcomes than the rest of the student population (see Figure 5.8). About 50 per cent of graduates with a disability were employed in May 1995, compared with over 70 per cent for the rest of the graduate population. About a quarter of the graduates with a disability were not in the labour force in May 1995, compared with 15 per cent for graduates without a disability.

Figure 5.8: Labour Force Status of 1994 Graduates in May 1995



Source: *Graduate Outcomes, Technical and Further Education, Australia, 1995* (ABS Cat. No. 4225.0)

The graduate survey revealed that the level of employer support received by graduates with a disability whilst undertaking their final semester of training was comparable with the rest of the graduate population. Graduates with a disability who were employed in May 1995 reported that they had generally taken longer in acquiring the job than graduates without a disability. In addition, a greater proportion of graduates with a disability who were employed in May 1995 reported that their course was not relevant to their vocation.

5.3 Conclusion

This analysis demonstrates that people with a disability have high levels of unemployment and low levels of participation within the labour force. Relative to people with no disability, the participation patterns of people with a disability within TAFE are significantly skewed towards the lower skill levels. People with a disability also appear to have lower pass rates within modules and their labour market outcomes following completion of the course are significantly poorer than for the rest of the graduate population.

Improving the opportunities for people with a disability means that education and training for this client group must become a priority within industry as well as each State and Territory vocational education and training system.